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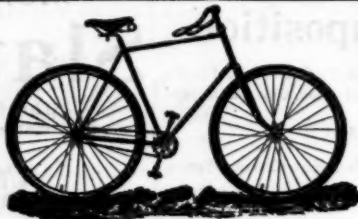
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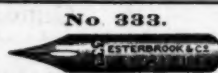
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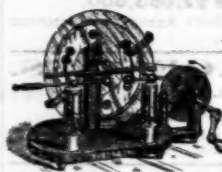
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

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The business department of THE JOURNAL is on page 147.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



OUR readers will recollect the exploits of some of the newspapers in the late "anti-fad" war at Chicago. We watched the proceedings with interest and were led to the conclusion that the hostilities were in reality directed against the defective methods of a large number of the special teachers and their lack of pedagogic tact. The occasional attacks on some of the studies were apparently mere outbursts of an overheated and misdirected zeal that had no pedagogic judgment to back its factious arguments. We trusted that the Chicago educators, reinforced by the deliberations of the World's educational congress, would set all matters aright and silence forever the fears and hostilities caused by misapprehension, by the force of persuasion and reason.

But now instead of being able to report complete success, we notice that the Chicago *Tribune* has started off on a new "fad" exterminating expedition. This time there can be no mistake in its tone, for it declares itself flatly opposed to everything not included in "the three R's." An editorial comment on the great educational gathering at Chicago begins: "It certainly will not tend to strengthen public appreciation in the practical value of the auxiliary congresses of the World's fair that one of the most important of them, the congress of general education, should have been dominated by the professional faddists, such as Col. Francis Parker, with their sentimental gush and nonsense. One may search in vain through the stuff he talked Monday and through the essays and speeches of all his fellow-faddists for a solitary practical educational or pedagogical suggestion. If these people talk in the classrooms as they orate from the platform it is no wonder their schools are classed with the humbugs of the day." This is followed by an exposition of the fad-smasher's own idea of pedagogics that winds up: "If the pupils of our public schools have a comparatively thorough knowledge of the ridiculed three R's and the other connected studies which they include, they will get along even if they have no special advantages in the start of the race of life."

On an intelligent reader the effect will be just the contrary of what the *Tribune* seems to expect. He will ask himself: "Here is what the recognized educational leaders say, there the opinions of a newspaper; which is the truth?" What the answer will be is pointedly set forth in an editorial of the Chicago *Herald* of which an extract is given in another place. The tide

of educational advancement is sweeping over the country and cannot be stemmed by the enemies of progress. The teacher who allows himself to be deceived by utterances like those of the *Tribune* will wake up some day, and, like Rip Van Winkle, find out that the schools are no longer conducted on the plan of fifty years ago. The men and women engaged in teaching must either move forward on modern pedagogical lines or fall behind and be swept away.

"Whether or not a pupil knows that the earth revolves round the sun, that Paris is the capital of France, that Mary is a proper noun, etc., is itself of little consequence in education. Pestalozzi never learned to spell correctly, yet he made his mark in the world. But the boy whose knowledge of the earth's movements, for instance, becomes an impulse to inquire more deeply into geography, to observe other physical phenomena, and search for an explanation of their causes, is quite different from the one who does not care whether the earth turns, slides, or stands still. It is interest that distinguishes one from the other. An accumulation of dead facts is of as much value to the possessor as dead stock to the business man. Interest is what gives knowledge true worth, and makes it a living power that constantly seeks to extend, correct, and deepen itself. Hence the teacher who does not want to waste time aims *not* at mere knowledge, but to arouse and maintain a lively interest in the different branches of learning."

"John, you may recite." "I forgot, sir, that the page was torn out of my book and I could not study the lesson last night." "Since when is the page missing?" "Ever since my sister had it last year." "That is a pretty story, John. Let me see your book."

If that teacher could only see what an effect his cutting words have on the boy. "What have I done that he should doubt my word?" he asks himself. "Have I ever deceived him? I am a liar in his eyes, and he dares to show it before the whole class. A liar? I? and I always thought so much of him." The poor boy's eyes are filled with tears, his heart swells into his throat; he feels like crying, but boyish pride chills his emotions and hides the grief under the mask of a smile. The teacher does not know that he has lost his hold on the boy,—perhaps forever.

Thomas Arnold always placed implicit confidence in a pupil's assertion. "If you say so," he would say, "that is quite enough. Of course I believe your word." And what was the result? There grew in consequence a general feeling, "it was a shame to tell Arnold a lie, he always believes one."

Knowing and Helping Pupils.

The teacher who merely knows that his pupils have recited their lessons with few mistakes knows but little about them; and in his ignorance can do but little to form their character. Faithful teachers take different ways to know what the pupil does and thinks beyond the school work required of him.

Conversations.—It is the practice of many teachers to be at the building a half hour before the opening of school, and there to enter into a free conversation with their pupils, who are encouraged to assemble around him. There is a free talk on all sorts of subjects—what they did after school, in the evening, their games, what they have heard about their fellows who are absent, what they are going to do when they leave school, the gossip of the town (not the scandal).

All this must be directed so that the pupil speaks freely and fully. "Last night John Smith traded off his goat for a dog." "Why, I would rather have the goat." "He got some boot." "How much?" "Two dollars." The teacher now starts an inquiry. "What will he do with the two dollars?" "Oh, he's been running up a bill at the candy store." This is what the teacher feared; he will apprise the parents. He lets the talk flow on; by what he hears, he learns the weak points in the character of his pupils and is able to aid them. It requires skill to do this successfully. Some pupils never come near a teacher in the morning, never open their mouths on the subjects above cited. This precludes the idea of aid in important directions. One rule must be observed—the teacher *hears but does not criticise*.

Reports.—There are teachers who make a great deed by having private reports from pupils. He places privately in the hands of each pupil a slip of paper on which the pupil is asked to write out what he has done and is doing, as to his use of tobacco or beer, his speaking the truth, his being courteous, his efforts at doing right, his habits of cleanliness, etc.

Some make an extensive list; they are headings of subjects the pupil is asked to write on. He is at liberty to omit writing wholly or in part, and is not called to account for it. No mention is made in public of these slips or the replies; they are for the private eye of the teacher. When he meets the pupil alone he may refer to them—but then not to find fault, not to criticise.

The pupil actually does need spiritual help towards spiritual growth; it cannot be forced on him. When he knows he is untruthful if he feels he will get sympathy from the teacher he will go to him. It is a field of work that only teachers who have an insight into the spiritual needs of youth can occupy; the right man can do a great deal. The rule not to exhibit or mention the reports to others must be strictly observed.

Talks.—A good deal can be done by the right kind of talks—short talks. Oh, how much injury is done by long ones! Take untruthfulness, for example. The teacher takes up an anecdote that bears on this and tells it neatly, brightly, pointedly. He admits that all, young and old, are tempted to speak untruthfully; he shows the advantages of truthfulness; when he is done he stops.

Now there are ways in which this may be done that will result in injury. If the pupils feel that some particular one is aimed at, that it is for his benefit alone that the talk is given, then the time is worse than wasted. If they feel that the teacher is determined to hit them all around, they will be little benefited. Some are very skilful in setting the school to talk on the subject—this is a skill not possessed by many.

These "talks" may cover many subjects—the school rules, as to tardiness, using tobacco, cleanliness, bad words, injury to property, in fact they will, if properly employed, be the "line upon line" that fixes in the pupil's mind an idea of his duty to the school in general, to each pupil, to the teacher, to the school property, etc.

To accomplish this the teacher should have a list of subjects. Take one at a time, think it well over, and then

determine to present it attractively. He must aim to speak so as to have willing hearers. It has been remarked by some teachers that as soon as they begin to speak, the boys begin to make a rustling—one takes out his books, another begins to cipher. This is ominous. The teacher usually threatens them for not attending to him. But the boys know they are to have a dry, dull talk, and who does not want to avoid that? The teacher must be interesting and short; when they are interested—stop.

Col. Parker on Expression and Development.

There is in the study of Modes of Expression much light to be found regarding education and its natural means and methods, much that will change our methods of to-day.

Any manifestation of thought through the body is an act of expression. Gesture may be defined as any movement of the body without an instrument. Voice and facial expression belong to gesture. Gesture is probably the most primitive of the modes of expression. Others follow: music, making, modeling, painting, drawing, speech, and writing.

In what order were these modes developed, historically? What effect has each upon growth? What effect has one made upon the development of the next? Is there a necessary sequence? Does one mode complete its development and then another begin? These questions embrace the whole of anthropology. Our only way of studying the soul of early man is by studying his modes of expression. A degree of finish in a tool indicates the mental advancement of the tribe that used the tool. Architectural ruins tell the same thing of a later age of making. Making rises to art in the use of symbols. The beginnings of speech are lost. Speech was developed long before language put itself into the forms we read. How did speech begin? Was it articulate from the first, or akin to the language of animals? Did it arise from emotional stimulus?

What was the first step in making? Was it to construct a shelter from the weather? What mental action did it arouse?

Whence came modeling, painting, drawing? One theory says they sprang from fetich worship. The savage believes that when he reproduces the external form of an object, he gains the power of that object. The Alaskan Indian carves a very powerful animal upon the club with which he intends to kill the devil-fish, because when he strikes he thinks he strikes with the power of that animal. There was an ancient belief that everything is alive, hence the reproduction in primitive art of forms we know to be inanimate according to this theory.

When and how did writing begin? Undoubtedly it sprang from painting, as drawing sprang from modeling. Morgan thinks the discovery of the phonetic alphabet brought civilization out of barbarism.

Each one of these modes had its reaction on growth. I think it safe to conclude that the wonderful human hand was developed as an instrument of expression. It is to expression that the human body owes its power as an instrument of attention. Each organ of attention and of expression has its history of development through generations of activity. The body and soul of the child are the result of the activities of all preceding generations. Thus, anthropology is a pedagogical study of the highest importance.

What is the relation of these modes of expression to the development of the human being? Are they all necessary? Can one be omitted? Is there a sequence? How does one mode affect another? Or can they be developed separately? How did the race develop them? What would have been faulty in the race if one of these modes of expression had been left out? Can a human being be developed without the use of all these modes of expression? Can he be developed without

manual labor? Can we take higher steps and drop primitive modes of activity?

This brings us to a close analysis of each mode of expression. What is the educational value of each mode? What is the natural process in its development? Shall we begin with the general and go to the particular?

The intrinsic value of each mode of expression is in its power to enhance intensity of thinking. It is a mode of using the will continuously in logical intensity of thought. There is more primary logic in a good course in sloyd, more studying of the relation of one thing to another and of parts to wholes, than in any text-book on logic ever made. This, besides the higher value.

The modes of expression train the body as an instrument of attention and expression. That is the best physical training which makes a unity of action, thought, and expression—of the being. How much physical training is there, if the whole body is used in music?—nothing grander than music! What will make the body a better instrument? That is the question, a question sadly neglected. I mark teachers in my training class in vitality. More teachers have failed through lack of vitality than from any other cause. They do not develop their bodies. Our training pupils study too hard and become nervous. They go into the sloyd room and work a few months and quite recover from their nervousness.

All education is development of motive. Back of action and stimulating action is motive. The child must, in order to have a right motive, feel that the object he makes is of use. The Russian system of teaching Making, follows out the old grammatical idea, and has for its motive the least possible intellectual action, and the highest possible mechanical action. The highest feeling, "That which I do is of use," is unknown to it. The highest mental and physical action is that which gives the highest moral action. The highest principle of Dr. Salomon's sloyd, is that the pupil's motive should be the making of something that shall be of direct use. "This is for my mother, my sister, my school." It is not spending eight years, working laboriously on the copies with only the motive of making the letters, because some day they will be of use. Some day!—if a child were taught to speak that way he would never speak.

Is such a system necessary? Or is it possible to use each and every act of expression to immediately intensify thought? Is it possible under skilled teaching to acquire the requisite skill in each mode of expression directly under the impulse of intrinsic thought? Yes to this question might almost takes one's breath away by the change it would bring about in systems of education. Half the time in primary and grammar schools is spent in learning dead forms for the purpose of using them afterwards in the expression of thought. By attention to dead forms, unity of action of body and soul is destroyed. The part of the brain whose function it is to think and the part whose function it is to control the muscles are connected by fibers of communication. If the child attends to thought without modes of expression, or to forms of expression without thought, these fibers become atrophied. Then when you ask him to think and write, he can put his whole energy upon the thinking alone, or upon the writing alone, but he cannot put his thought into legible writing. The moment you think of the forms of gesture, speech, language, that moment your thought goes. The great questions of education have not come to us, because we have been bound by tradition.

The motive of all expression should be to give the thought to others. Expression with any other motive has for its product training in self-consciousness. By exercising consciousness on the thought itself, we can reach that unity of action of which Froebel teaches, and of which Delsarte speaks, from the beginning of the child's education. It is our business to carry out what Froebel began, and have all acquisitions of expression gained under the true impulse of intrinsic thought. The body was made to respond to the soul's action.

School Management.

CO-OPERATION OF HOME AND SCHOOL.

By ARNOLD H. HEINEMANN.

In Germany, the land of compulsory education, home and school are in a living co-operation which renders school-work much more efficient than it is in this country. School attendance having been compulsory for generations, not only the parents but the ancestors of the child from times immemorial have been used to regular school attendance. It has become a habit of thought with the whole people that daily attendance at school is as essential a condition of growth as a daily dinner and bed-time. It is natural, therefore, that parents should be interested and helpful in school education, which is looked upon in the fatherland as an indispensable help in the proper evolution of childhood.

If school education shall be thoroughly successful in this country, it must be an aim to produce a habit of thought similar to that of the German people in this respect. But our historical antecedents are not like those of Germany. We are not used to magisterial compulsion or interference in our private and family concerns. Or, it will require a particular purposive training to accustom parents to co-operate with the school day by day. And teachers will do well to make attention to this training business part of their regular daily duties.

In order to accomplish this, I would propose to set every day a little home lesson which the children cannot properly prepare without the help of their parents. In the first grade let it be a description of some household goods well known to children of six or seven years of age. Take the simplest things to begin with.

Before setting the home lesson, do a sample lesson yourself in class, not by yourself, neither for the class but with the class. Take, for instance, your paper-knife. Do not examine it for the children, but lead them to examine it themselves. Put leading questions and see that every member of the class takes an active part in the examination. Having gone through the lesson, appoint a bright child to be the mother and you yourself be the child. Question the mother as to the shape, so as to teach the children how to ply their mothers at home thoroughly. Cut a slip of paper and use it as a measure. Do not omit the material of which the tool is made.

Home lessons may be written by pupils of the upper grades, but in the lower grades oral reports must be made. You must not allow any serious mistakes to pass by uncorrected. But mind that your corrections cast no reflection, direct or indirect, upon any mother's knowledge or educational ability.

Beginning with such lessons taken from home life, the teacher has a chance to gradually accustom the mothers of the scholars to be interested in the progress of their little ones at school and to co-operate in every respect with the teacher. As the difficulty of home lessons increases from grade to grade, the difficulties of the mothers will also increase. But they will grow into the work just as their children do. And when, in the end, the children shall have completely outstripped the knowledge of their mothers, the latter will have been accustomed to be interested in the work of the school and will in some way manage to continue their co-operation.

This course requires a continuous intercourse between the home and the school. The wisdom of writing monthly or quarterly reports may be questioned, but there can be no question of the educational advantages of weekly, or, with children difficult of management, of daily reports after the parents have been previously trained into the habit of continuous co-operation with the school.

THE SCHOOL JOURNAL of June 10, p. 605, contains the words: "A book that should point out how parental aid could be obtained, would be one of the most helpful of any." So it would be and THE SCHOOL JOURNAL can make one. Let all the readers of the S. J. be

asked to send reports as to the manner and extent in which they have succeeded in obtaining the aid of the parents of their scholars. Let all those who have not yet obtained, or tried to obtain, that aid, proceed to try the plan of daily home lessons as proposed above and report after a while as soon as they are ready.

Ten Special Points.

By JORDAN N. WEBSTER.

What are the points in the teacher which will give him superiority of rank among his fellows?

Professional Knowledge.—This is to be distinguished from his accumulation of general knowledge. It is his knowledge of man as a being capable of growth; of man as able to go on from one stage of progress to another, under certain conditions. He will have a clear knowledge of the evolution of the human race and the causes of that evolution in general. He will have read and studied up specifically the views of writers who have treated this subject; he will have a library of pedagogy.

Professional Training.—This means that he has taught under the eye of some competent critic. Usually a teacher goes away by himself and labors as best he can; his experiments are often very unsatisfactory to the pupils. He has no clear standard in his mind; if there is silence, if the group before him seem to stand in awe of him, if they recite their lessons, if the patrons do not complain—these are the usual standards. A professionally trained teacher looks at the mental evolution going on.

Natural Aptitude.—The patrons of a school are apt to say he is a "natural teacher;" it means something. Some have no aptitude to direct the thoughts of others; they cannot direct their own. It is true that the Creator intended all to possess teaching ability, "but in many cases the timber is poor," as Mr. Beecher explained it. The aptitude in every one can be improved, and it is fortunate it is so.

Classification of his School.—When fifty persons are gathered, a keen eye sees at once that they are susceptible of classification, that they can be benefited only by classifying them. The teacher of one grade in a city school knows that it is best to divide his forty pupils into four classes. Good classification is a primary consideration.

Course of Study.—There must be a plan or scheme of work; for this occasion let us suppose the teacher is to make out his own. What will he do? Will he say there shall be reading, spelling, arithmetic, geography, and grammar in this school? That is to act like a mechanic. He must look to *life* as giving the key to the course of study. We eat to live, we study to live; children-go to school for life purposes. As a gardener works around trees to enable them to have a broader and more glorious life, so must the teacher labor in his garden of human beings.

Creating Interest and Industry.—The measure of the success of the teacher is not the amount the pupils learn, but the mental activity that exists. It may be roughly stated that interest is the measure of progress in a school. The teacher who can create an interest has the basis of success in him; but that interest must be properly directed. A ballet dancer may create an interest, but it does not result in anything; the interest the teacher creates must result in education.

Governing Ability.—There is such a thing as directing the operations of a body of persons to chosen ends with unerring certainty; they are under authority and move towards the object in view. There must be some control of the pupils of a school; it is best for them, leaving education out of the case. The restraint should be enough, and not too much. The government of a school needs to be made the subject of much thought; somehow interest and industry are dependent on it.

The Moral Atmosphere.—There are thousands who can get good lessons out of pupils, and keep good order, who leave no moral impress; rather let us put it, who do intellectual training, but not moral training. The child grows physically, though the teacher takes no note

of it; the parent supplies him with food. Who is to supply the pupil with food for his moral growth? It is worthy of consideration that the teacher who can keep good order, cause industry and interest, is the one who can easily train pupils morally—if he has a solid moral character himself.

Neatness and Sanitariness.—Here is yet a wide field. Every school-room should be swept daily. No ink stains on the desks. Books should be covered, and when soiled new covers put on. The steps should be inviting, the closets neat as the Shakers make theirs at Lebanon, the windows kept bright and with curtains. If there is an inviting room in the district it should be the school-room. A thorough teacher must not lack in neatness; a good school means many excellencies, not one.

Relationship.—What is the teacher in the society in which his school is placed? Said a superior teacher: "My mistake was in not being an influence in the towns where I taught." He further said that his carelessness in dress and inattention to social forms were serious obstacles that he now regrets. What is the teacher among his fellows? At the institute, at the state associations, as a secular contributor to educational journals, where does he stand? Does he help move the educational world along?

The teacher must not be a mere hearer of lessons; in fact, if that describes him he is not a teacher.

Home Education by Books.

By WALTER E. SAWYER.

The best teacher is he who is least willing to lose sight of his pupils when they leave the school-room. In the five hours during which they are directly under his eye, he can do much for their mental, moral, and physical improvement; but he never forgets that there are nineteen hours in which his work may be undone. To extend his influence over these hours is the teacher's problem. If he can give his girls something to think about besides the frivolities of approaching young ladyhood, and if he can provide for the boys a counter-attraction to the dime-novel and the street-corner, he solves the problem in the present and causes his work to lay firm hold of the future.

If a school has a library, as every school might and should have, continuous education becomes comparatively easy. But the lack of a library need not paralyze effort: it should merely change its direction. In almost any community there are good books sufficient to meet the wants of the boys and girls. The trouble is that, lacking direction and incentive, young people miss them, or read so many worthless books that their effect is negative. Why should not the teacher encourage the ambition to read wisely?

Suppose, for instance, that scholars aged seventeen years or under were to be offered a series of prizes for the best lists of books read during six months or a year. If a competent committee of award gave due consideration to quantity and quality of work, opportunity, effort and acquisition, such a competition could have no influence other than for good. And if it chanced that first honors fell to a pupil who had read few books—and this might well be the case, since every competitor would be required to describe and give his opinion of each book, and to state what he learned from it—that in itself would be an object lesson which would amply reward a vast amount of effort.

Put into operation, in modified form, in a New England town, this plan has admittedly succeeded. It has inspired the young people to seek and try to assimilate the best books; and the pride which parents feel in their children's successes has led the older folk to encourage the necessary research, thoroughness, and utilization of opportunities. The experiment has made it apparent that good books will be read and enjoyed, when they are known. And the future will demonstrate, doubtless, that a year of conscientious work, under such conditions, will establish in many cases a *habit* of judicious reading.

The School Room.

AUG. 19.—LANGUAGE, THINGS, AND ETHICS.
AUG. 26.—NUMBERS, SELF, AND EARTH.
SEPT. 2.—PRIMARY NUMBER.
SEPT. 9.—PEOPLE AND DOING.

Questions on Child Literature.

Was "Mother Goose" a real person?
What history have the Mother Goose melodies?
What is the probable history of "Arabian Nights"?
Why did Dickens write "A Child's History of England"?
What was Hans Christian Andersen's early life?
Who are America's popular juvenile writers to-day?
What books did our grandfathers and grandmothers read when they were young?

WEBB DONNELL.

Chaucer.

A LESSON IN OLD ENGLISH MADE INTERESTING.

By EVELYN C. DEWEY.

The subject of the lesson was Chaucer and each pupil came prepared with a particular part. One had studied the life of Chaucer; another had read the 'Prologue to the Canterbury Tales'; another had read about the times; others had read 'The Knight's', 'The Clerk's', and the 'Man of Law's Tales', etc.; all were held personally responsible for the pleasure of the lesson hour.

"Let us imagine ourselves," said the teacher, "back in the 14th century. We are just beginning to speak a language which is recognized by the courts of law, as English, and which is spoken by the king's household. English is being taught in the schools where, until now, only Norman French was permitted. French was the language of the aristocracy and Anglo-Saxon the language of the commoners. Now the two languages are blended, the ordinary words being Saxon, the polite words being French, into one language, which laid the foundation of modern English."

"Margaret, you were to read the first chapter of Scott's 'Ivanhoe.' Read aloud the portion bearing directly upon this subject." She reads as follows:

"Why, what call you these grunting brutes running about on their four legs?" demanded Wamba.

"Swine, fool, swine," said the herd, "every fool knows that."

"And swine is good Saxon," said the Jester; "but how call you the sow when she is flayed, and drawn, and quartered, and hung up by the heels, like a traitor?"

"Pork," answered the swineherd.

"I am glad every fool knows that too," said Wamba, "and pork, I think, is good Norman French; and so when the brute lives, and is in the charge of a Saxon slave, she goes by her Saxon name; but becomes a Norman, and is called pork, when she is carried to the Castle-hall to feast among the nobles; what dost thou think of this, friend Gurth, ha?"

"It is too true doctrine, friend Wamba, however it got into thy fool's pate."

"Nay, I can tell you more," said Wamba, in the same tone; "there is old Alderman Ox continues to hold his Saxon epithet while he is under the charge of serfs and bondsmen such as thou, but becomes Beef, a fiery French gallant, when he arrives before the worshipful jaws that are destined to consume him. Mynheer Calf, too, becomes Monsieur de Veau in the like manner; he is Saxon when he requires tendance, and takes a Norman name when he becomes matter of enjoyment."

"All scholars," resumed the teacher, "write and speak in Latin, so there is no real English literature in existence, until Geoffrey Chaucer takes up his easily flowing pen."

"Helen, you are Chaucer. Tell us the story of your life."

"I was born in London about the year 1340, the son of a wine merchant. I was sent to the London schools, to Cambridge or Oxford (I forget which), and from my youth I loved to study. I became a page in the household of Prince Leonel, the duke of Clarence."

"Who was the king of England?"

"Three kings reigned during my life: Edward III., Richard II., and Henry IV. I married one of the queen's maids of honor, Philippa. When King Edward invaded France, I went with him and was taken prisoner. The king ransomed me, and I returned to England and attached myself to the fortunes of the duke of Lancaster, the father of Henry IV. I became of importance in the court and was knighted. I sat in Parliament and was a member of the King's Council. I was sent to Italy and Flanders, and on an embassy to France to negotiate concerning the marriage of the Black Prince."

"I was busy all my life in affairs of state, but loving books, especially the literature of Italy and France, I found time both to read and write. I visited Italy when enthusiasm for Dante's

poems was at its height and I read with delight the works of Petrarch and Boccaccio."

"Did you visit Petrarch and Boccaccio in Italy?"

"Yes, and many of my poems and tales are taken from or founded on their works. I also saw Froissart in France. The last of my life, until the son of my old friend became king, was full of financial trouble. I lost my position at court in the intrigues and conspiracies during the turbulent reign of Richard II. However, in the days of my adversity I wrote my best works, portraying the society of my time."

"What works have you written?"

"'Romaunt of the Rose' which I turned into verse from a French allegory. 'The House of Fame,' 'The Legend of Good Women,' and other minor poems. Principally, I wrote in my old age, the 'Canterbury Tales,' the plan of which I had not the time to finish."

"What suggested the 'Canterbury Tales' to you?"

"A pilgrimage I went on to the tomb of Thomas à Becket. I portray my own character in the Clerk of the Prologue."

Mary read Chaucer's description of the clerk,

'Who had rather have at his bed's head
Twenty bookes clothd in bleak and reed,' and who
Gladly wolde he lerne and gladly teche."

The teacher read Lowell's description of Chaucer:

"The portrait of Chaucer confirms the judgment of him which we make from his works. It is, I think, more engaging than that of any other poet. The downcast eyes half sly, half meditative, the sensuous mouth, the broad brow, drooping with weight of thought, and yet with an inexpugnable youth shining out of it as from the morning forehead of a boy, are all noticeable, and not less so their harmony of placid tenderness. We are struck, too, with the smoothness of the face as of one who thought easily, whose phrase flowed naturally, and who had never puckered his brow over an unmanageable verse."

"Helen, tell us the argument of the 'Prologue.'"

"Thirty pilgrims meet on a sweet 'Aprille day,' at the old Tabard Inn in Southwark, 'reddy to wenden' on a pilgrimage to Canterbury. These people belong to the middle class of English society representing every profession or business known to English life of that time. To while away the tediousness of the journey, the host of the inn proposes that each pilgrim relate two stories on the way to Canterbury and two on the return. The one who tells the best story is, on the return, to have a supper at the inn, at the expense of the rest. It is agreed, and the lot falls to the knight to tell the first story."

After Chaucer's description of the knight was read, beginning:

"A knight ther was, and that a worthy man,
That from the tyme that he first bigan
To ryden out, he lovede chyvalrye,
Trouthe and honour, freedom and curtesie,"

his 'Tale of Palamon and Arcite' was told in a few words.

The description of the Man of Law was read, his story told, the clerk's tale told, then the entire 'Prologue' was read, each pupil reading a part.

"Margaret, when did Chaucer die?"

"The tombstone in Westminster Abbey says, October 25, 1400. He lies in that part of the abbey which is called because of his burial there, the Poets' Corner."

The teacher concluded the lesson thus: "Chaucer lived to what was called, amidst the unhealthy ways and conditions of life in those medieval times, a good old age; but he had not length of days sufficient to conclude but twenty-five of the one hundred and thirty-eight tales he planned to tell. Matthew Arnold says: 'Chaucer is not one of the great classics. What is wanting in him is suggested by the mere mention of the name of the first great classic of Christendom, the immortal poet who died eighty years before Chaucer, Dante;—something is wanting to the poetry of Chaucer, which poetry must have before it can be placed in the glorious class of the best. And there can be no doubt what that something is. It is—the high and excellent seriousness, which Aristotle assigns as one of the grand virtues of poetry. The substance of Chaucer's poetry, his view of things and his criticism of life, has largeness, freedom, shrewdness, benignity; but it has not this high seriousness. He has poetic truth of substance, though he has not high poetic seriousness, and corresponding to his truth of substance he has an exquisite virtue of style and manner. With him is born our real poetry.'"

What Constitutes a Letter.

(Copied from a School-Room Blackboard.)

1. Correct form.
2. Good plain penmanship.
3. Something to say.
4. Smoothness of expression.
5. Good language.
6. A conclusion not too abrupt—final impressions are lasting.

—E. C.

Teaching Spelling.

By WILHELMINE HARTMANN.

Perhaps a few devices which have been successful in my own school may be of use to others.

To begin, a sentiment in favor of good spelling should be fostered from the very first day of school. Pupils should be made to feel that they have committed a high crime and misdemeanor every time they misspell a word, especially if the words are the familiar ones of their own vocabulary. Hold them responsible for the spelling of every word they read; make it a rule never to use a word new to them without writing it on the board, dividing it into syllables and using diacritical marks while writing; frequently, and at unexpected times, have short, oral lessons, giving them words occurring in their geography or other studies, and insist that they pronounce the whole word and each syllable *before* spelling; as phonetic: pho-net-ic; pho, p-h-o; net, n-e-t; ic, i-c; phonetic.

Since many words are spelled as they are pronounced, it is obvious that the dividing into syllables and pronouncing each one before spelling is an immense help.

For helping the spelling of written work this device has been very successful; an outline of the composition has been developed and written on the board; a place on a board has been assigned to each pupil. Each child is told to stand as soon as he has thought out his first sentence. As soon as most of the school are on their feet, the pupils are directed to go to the board and write out any word about whose spelling they are doubtful. The teacher stands in the middle of the room criticising the work of each pupil in turn. The pupils go back to their desks and write sentences upon being told that their orthography is correct. This method is pursued in regard to each sentence as it is composed.

During the first part of the year care must be taken to make the compositions short; each topic especially should be brief, or the teacher will be deluged with so many questions in regard to the words in each that she will not be able to accomplish anything. As the pupils grow more certain of their orthography, more complex compositions may be attempted.

This plan has two advantages; one, that it brings about a decided improvement in spelling; the other, that it cultivates the habit of making a complete thought in the mind before attempting to express it.

Another help in spelling is to have each pupil keep a spelling note-book. In this he writes correctly every word which he has misspelled in any kind of work. Once in two weeks, compile a list of words from the note-books of the whole school, selecting those which have been generally misspelled and have a regular spelling lesson on them.

Language Lesson on Iron.

By A NORMAL GRADUATE.

(Chief point: To show how the qualities of iron are adapted to its uses.)

Show a piece of iron and ask its name.

Show a smoothing iron and ask the difference between it and the piece of iron.

Ask what must be done with a square piece of gutta-percha to make it into a ball. (Melt it.) Draw from children that iron, when exposed to very great heat, melts.

By reference to a stove-pipe, elicit that iron can be beaten out into large sheets. Give word *malleable* and couple it with *mallet* (a hammer).

Show a piece of wire and ask what it is made of. Elicit that iron may be drawn out into wire as fine as a hair. Give *ductile*.

By comparing iron with clay, elicit that it is *hard*.

By comparing the wire with thread, elicit that iron is *strong*.

Ask what dampness does to iron, and elicit the reason for tinning iron vessels and painting roofs.

Show a steel buckle and ask of what it is made and what steel is. Explain that iron is made into steel by intense heat and sudden cooling.

Ask which takes the higher polish, steel or common iron, and elicit the better adaptability of steel for buttons and ornaments.

Ask which will break more easily and elicit the superior value of steel for cutlery, etc.

Ask which will bend and spring back again, and elicit that steel is used for springs of different kinds. Draw out the word *elastic*.

Review the qualities of iron and write their adjectives on the blackboard. Require a composition on iron, in which all of these adjectives shall be used.

The June 24th number of THE SCHOOL JOURNAL is splendid; it is full of fact, and better full of inspiration. With many other friends of education I rejoice to see these evidences of progress.

Philadelphia.

EDWARD BROOKS, Supt. of Schools.

The Properties of Matter.

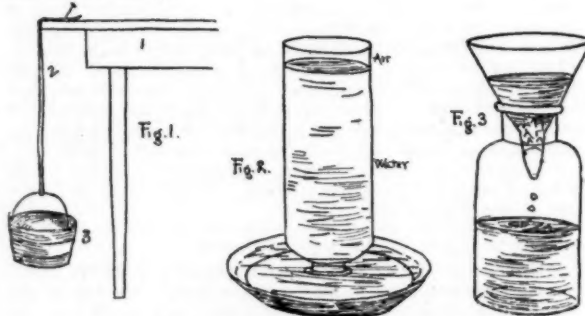
By FRANK O. PAYNE.

I. Take a piece (mass) of indigo, ball blue, cochineal, or other soluble body, and show it to the pupils. Get John to break or cut it. Give some of the pieces to others to be broken. When the class have come to see that the substance can be divided, place some of the smallest pieces in a mortar or small dish and grind them to powder. Have them take a *particle* on the point of a knife and put it into a small quantity of water; it dissolves, giving a faint tint to the water. Point out that the first piece taken was a *mass*; that taken on the knife point was a *particle*, and that those minute particles that color the water are *molecules*. *Apparatus*, a knife, saucer, glass.

II. Point out the fact that all bodies occupy space. Can you think of a body not occupying space? This property is *extension*. Hold up the hand. Does it not occupy space? Imagine it to begin shrinking until it occupies no space. Can you see it? Thrust your hand into a basin full of water. What happens? (The water is displaced and spills.) Why? This is *impenetrability*.

III. Will a nail scratch glass? Will glass scratch sandstone? Will sandstone scratch flint? Will quill scratch paper? Will a pin scratch a cent. Make a list of things that you have scratched with a nail, a pin, a piece of glass, a piece of granite, etc., etc. This is *hardness*.

IV. Roll out a piece of clay as large as a lead pencil, also one of putty; pull each one; pull a thread, a cord, a pencil, a wire. Procure pieces of cotton, linen, silk, thread, twine, hemp cord, fine and coarse wire, strips of calico, gingham, paper, etc., and see how much pull they will stand before breaking. (Fig. 1.) This illustrates *tenacity*.



V. Compare chalk, stone, glass, dry wood, brick, etc., as to readiness with which they break. This is *brittleness*.

VI. Fit up a homeopathic phial as in Fig. 2. Pour hot water on B. The air in phial *expands*. Pour cold water on B. The air *contracts*. Make a *pop-gun*. Thus illustrate *expansibility*, *contractibility*, and *elasticity*. Drop a glass marble on a flat stone, a rubber ball, a clay ball, etc.

VII. Take a funnel. Put some blotting paper into the small part. Pour in muddy water, bluing water, etc. How does the water below differ from that above? (Fig. 3.) Kerosene penetrates the can in which it is kept. Experiment with blotting-paper, leather, etc. *Porosity*.

VIII. Take a bullet; lay it on a piece of iron; pound it with a hammer; place a penny on the railroad and let the cars run over it. Show the class tin-foil, sheet lead, etc., etc., to illustrate *malleability*.

IX. Hold a piece of glass tubing in the flame of an alcohol lamp. When it becomes red hot pull on each end, keeping the tube in the flame. It will draw out into a fine wire. *Ductility*.

X. Dissolve sugar, salt, copperas, soda, cream of tartar, etc., in separate dishes of water and let them stand, being careful to label each one. Crystals will form; alum will make especially good ones. Solids tend to a *crystalline form*.

XI. Fill an ordinary fruit jar $\frac{1}{2}$ full of water. Add carefully some alcohol; now pour in a few drops of sweet oil. The oil will sink to the bottom of the alcohol, and float on the water in the form of a sphere. Throw some water on the hot stove; it becomes a sphere and rolls around. Notice a dew-drop on a leaf. *Spherical state of liquids*.

XII. Place a bit of white paper on a clean dish; set it on fire. What comes off? What is left on the dish? Blow the ash away and note the yellow fluid that remains. Touch the finger to this and taste it. This is *creosote*. The paper not destroyed, only changed. The ash, smoke, and creosote would weigh as much as the paper. Nothing is lost. *Indestructibility*.

XIII. Any of the above except XII. illustrate *Physical Properties*.

XIV. No. XII. illustrates a *Chemical Property*. So does a burning match, a rotting log, etc., etc.

[For further illustration of chemical properties see an article on "Study of Substances" in SCHOOL JOURNAL July 15.]

Questions.

How ancient are bells?
 What country is most noted for them?
 Where was the Curfew rung? Is it still in existence anywhere?
 Where is the Angelus rung, and what is its significance?
 What is the history of our Independence Bell?
 What are chimes? How are they rung?

Of what country is the broom-corn a native?
 Who introduced its culture into the U. S.?
 Can you find the incident that brought it about?
 Among what people are brooms especially made?
 Where, most extensively?
 Are the seeds of the broom-plant useful?
 What kind of brooms did our forefathers use, and who made them?

How is glass said to have been discovered?
 Study the early history of glass windows and mirrors.
 What was formerly used instead of glass?
 How is cut glass produced?
 What is the history of the "Portland Vase"?
 How are battles manufactured?
 What wonderful telescopic lenses have been made?

WEBB DONNELL.

How Railroad Tickets were Invented.

By JAMES C. MOFFET.

The railroad ticket as we now know it had a very simple origin. When railways were introduced into England ticket agents had to make out tickets in a very laborious manner. On the application of a passenger for a ticket to a certain point the clerk wrote down his name in full and filled in the particulars of date, station, and class of travel desired, and then tore off the ticket from the printed sheet.

This had been the method in the days of the old mail-coaches and while natural enough was very cumbersome and slow.

In 1839, a Quaker named Thomas Edmondson, of an ingenious turn of mind held a position as ticket agent on the Newcastle and Carlisle railroad. One day as he was walking in a certain field in Northumberland, a spot pointed out to travelers to this day, the idea occurred to him of having the names of stations and class printed on a strip of pasteboard, each ticket numbered consecutively so that an account could be kept of them and dated on the day of issue to prevent fraud. He argued to himself that two machines could do in a few moments' time all the stamping that was necessary, and immediately went to work with a friend named Blaylock, a watchmaker, to construct them.

Although these machines worked satisfactorily, Edmondson found great difficulty in introducing them. The directors of the Newcastle and Carlisle railway would have nothing to do with the new invention. After a while the manager of the Birmingham and Gloucester railroad accepted his machines, and a ticket rack was set up on the stations along that line. The terms for the use of the invention were one-half a sovereign a mile of road per year. As the new method of issuing tickets proved both time and labor saving, other roads soon adopted "Edmondson's" tickets and in a few years he became very rich. The same inventor is said to have devised in his own home an arrangement which rocked the cradle and churned the butter at the same time.

Recreation.

Three little bald heads in a green house,
 House and heads together smaller than a mouse;
 Cook opens the door and out they all run.
 Bless us, they say, now isn't this fun?
 Peas in a pod.

Why is a horse the most curious feeder? Because he eats most when he hasn't a bit in his mouth.

Why is a prudent man like a pin? Because his head keeps him from going too far.

Why are jokes like nuts? The drier they are the better they crack.

Why are books the best friends? When they bore us we can shut them up.

What trees are common on Broadway? Axletrees.

Why is a mouse like a load of hay? Because the cat 'll eat it.
 Why are a chicken's feathers always smooth? He always carries a comb?

A SURE SIGN.

"How can you tell a young toad from an old one?"

"By the teeth!"

"Nonsense; a fowl hasn't any teeth."

"No; but I have."

—Ex.

Kindliness.

By DORA DONN.

The kindly deeds which long ago
 Cast o'er our lives a crimson glow,
 Do linger in our memory still,
 And oft our hearts with pleasure thrill.

Sweet courtesies and favors lend
 To life a charm which hath no end;
 No kindliness is ever lost,
 E'en though but little it has cost.

Habit in Character Building.

By E. L. BENEDICT.

As "heirs of all the ages," there is one portion of heritage which no child now in school should be allowed to leave without possessing. It is the very impressive lesson on the influence of habit in the formation of character which has been contributed to the present generation by two talented writers, one a novelist, the other a philosopher.

The novelist, George Eliot, traces the growth of a habit in one of her characters, Tito Milema in "Romola," until on a sudden impulse he commits an act of infamy.

The philosopher, Prof. James, of Harvard, in his work on "Psychology," shows, with the clearness of a demonstration, the tendency of mental impressions to carve out for themselves channels in the brain, into which succeeding impulses of like kind tend to run.

In writing this chapter Prof. James has established a claim to be considered one of the world's benefactors. Every teacher should study it and give it to her pupils—to the limit of their comprehension. It cannot fail to have a marked effect in character building.

An opportunity for a moral lesson of this kind might perhaps be found in connection with the history lesson. As the class approaches a study of Italy, let the teacher read *Romola*, and when Florence is reached let selections descriptive of the customs and manners of the people be read in class. Then sketch briefly and forcibly the career of Tito up to the time when he denies his foster-father on the Duomo. Quote in explanation of his conduct the author's words that "we prepare ourselves for sudden deeds by the reiterated choice for good or evil that determines character."

Then give the class as much as they can understand of Prof. James' explanation of the workings of habit and show how it shapes one's life, either for success or failure. Don't preach. Don't ramble on "off into the sand," as somebody once said of a certain lecturer's periods. Read and think over your subject until your soul is full of it; then make your points briefly, clearly, and forcibly. Finally ask the class to write an exercise on "Habit and its Effects upon Character."

School Incentives. VII.

MERIT CARD.

By an EX-TEACHER.

(Miss Ferris, who contributed School Incentives VI. had seen the present article in manuscript. It is this article to which she referred in hers of July 15, which appeared out of its turn in the series.)

Since leaving "the harness" I have done a little visiting and amid the enjoyment of witnessing the infinite variety of ways in which tact and managing ability express themselves, I have observed the following with special reference to school incentives:

1. The best teachers use few incentives, relying upon a wholesome interest in his work to keep the child busy and upon occupation to keep him virtuous. In morals and manners they rather impart a *taste* for the good than offer rewards for its cultivation.
2. When good teachers do use incentives, they study their moral effect very carefully. One teacher told me she believed in the class banner, because it leads each to work for all instead of cultivating individual vanity. But even *esprit de corps* will bear watching, lest it degenerate, in some minds into that narrow party spirit which some people call patriotism.

3. The incentives used by good teachers are those which effect the most, while requiring the least expenditure of time, money, etc. One teacher, whose younger brother had a printing press, gave him a job which he executed most conscientiously and creditably. He had engraved upon a block a goblin-like creature which she chose to call one of the Brownies. She knew this would not be counterfeited (as she had known a neighboring music teacher's lesson tickets to be by a juvenile printer who meant no harm), so she purchased it and ordered a thousand

cards printed with this device and the words "One credit," two hundred with the same and "Five credits," fifty with the same and "Twenty-five credits," and twenty with the same and "One hundred credits."

These cards were all the same size, but each value had its own color. She established this currency in her class as a system of incentives. She kept the one-credit cards in a little silk bag, which she hung about her waist. Whenever she was pleased with a child for worthy effort, she handed him a card. (Sometimes a disappointed little face pathetically informed her that more effort had been expended than she had measured. In such a case, she would not respond immediately, but would seem afterward to recall that the child had merited a card, and exchanged happy smiles with him as she gave it. She did not wish the child to know that he himself had reminded her by a facial expression, of his deserts. "The most innocent children learn such tricks if you are not up to them," she said.)

When a child had "saved up" five of the one-credit cards he went to a monitor and exchanged them for one worth five credits. Five of these entitled him to one of the next denomination, etc. With a twenty-five credit card, he could purchase an hour's leave of absence from any exercise or exercises in which he was proficient. Or, he could save until he had four and exchange them for a hundred-credit card, with which he could purchase a half holiday.

Some of the most industrious of these wage-earners were the least desirous of half-holidays, as is the case in the industrial world outside of school. In some of these cases she would encourage the use of this privilege as a physiological benefit to an overworked child. In other cases, she told the child to think of something else he wished to purchase and if it was anything reasonable she would acknowledge his coin. Or he might keep it all his life "to remember her by," in which case he must of course have one brand-new from the mint.

This teacher tells me that her system of thus silently expressing her approval of effort in visible, tangible forms, that can be shown and affectionately or ambitiously hoarded, has drawn pupils and teachers nearer together, so that a word, a touch or a look goes "miles further than it used to." If this is true the plan would surely bear an extended trial. It is one of the things I long to go back to school to try. But I should not want the teachers above and below me to take the same plan at the same time, lest the *religion* in it should be killed by commonness.

Teaching Patriotism.

The following November reading lessons were suggested by and in part made up from lesson plans prepared by pupil-teachers of the New York normal college. Conduct discussions in which you draw their substance from your pupils. Then use the children's sentences for reading exercises.

SECOND YEAR.

Come, let us play it is election day.
Ned, you may stand behind the chair.
You are the man at the polls.
I will come and vote.
"Good morning, Mr. Clerk!"
"Good morning, sir. Have you come to vote?"
"Yes. Have you the tickets ready?"
"Here they are. But what is your name, sir?"
"My name is Tom Brown. I live at 35 Murray street."
"Oh, yes! Here it is on the book. Now you may vote."
"It is a fine day for voting."
"Good-morning, sir!"

THIRD YEAR.

Yesterday was election day.
Election day comes once a year.
Papa votes on election day.
This time he voted for a new mayor.
We have a new mayor every two years.
When we are men we can vote for the mayor.
We will vote for a good man.
We shall have little ballots to vote with.
We shall fold them as papa does his.
Then we shall drop them into the ballot-box.
That will tell whom we want for a new mayor.
Then we will give him a parade, and wave our flags and shout "Hurrah!"
We should like to have bonfires, but that is against the law.
Bonfires are too dangerous.

FOURTH YEAR.

We shall have no school to-morrow, because it will be election day.
That is a very important day. It is the day on which we choose officers to manage our public affairs.
These officers should be honest men. When I am a man, I shall always try to find out who is the best candidate before I vote.

Then I will drop one ballot for him, and try to get others to do the same.

We ought to know a great deal about a man before we vote for him. That is why men read the newspapers so much before election day.

The newspapers tell all about the different candidates. They tell what these men have done, both good and bad. They ought to tell the truth.

If they do not tell the truth there is no good way for the people to find out which candidates are honest. When I am a man, I will not take a paper that does not tell the truth.

At present you cannot depend on what the papers say. If you take one paper and go by that, you may be deceived. The best way is to take several papers, read them all, and make up your mind for yourself.

When an officer does good work, he ought to be re-elected.

No man can vote more than once at any election.

Sound Advice.

Thurlow Weed began life burdened with poverty and the limitations of a scanty education. He served as cabin boy on a sloop, served as "printer's devil," rose to a compositor's position, and finally filled the editorial chair of one of the most influential journals in New York. He had authority as a shrewd politician and a wise observer of human affairs. No one was better qualified than he to advise a young man about to begin a business career. The following extracts from a letter written to his son, on the eve of his embarking in business, show how highly Mr. Weed valued the minor virtues as a means of advancing a young merchant:

Much depends upon yourself. With industry and economy, I entertain strong confidence that you will succeed; but indolence or inattention will be sure to bring ruin and disgrace. I beseech you, therefore, to give your whole attention to your business.

Industry and economy in early life, unless some peculiar misfortune overtake you, will secure you the means of support and enjoyment when old age or sickness comes.

And what is equally important, interest and enterprise insures the respect of your fellow-citizens, without which life is scarcely worth preserving.

But prosperity must be earned. You should rise early, and, if necessary, work late; and above all things, be prompt and punctual in doing whatever you have in hand.

Deal justly and honestly with everybody. Money costs too much if it be not honestly acquired.

Don't incur any unnecessary expense, or run into debt.

Treat everybody with whom you have business with civility and attention. Kind words and courteous deportment are essential to success in business.—*Exchange.*

1. Read the above to class or have it *well* read by some pupil.
2. Ask what they have heard previously of Thurlow Weed. Compare notes and discuss.
3. Ask what they think the most impressive point in his advice to his son, and why they think so.
4. Ask if anyone one can think of a purer motive for civility than personal success, and why the great man should give his son this motive, if there is a higher.

Indoor Recess.

A GAME THAT INSURES QUIET.

Miss Blank's "Indoor Recess" reminded me of an experience of mine this month. Not a recess merely, but a long noon.

All my 26 pupils bring dinner, and 19 were present that day.

It had rained all morning, and only mud could be seen outside when I tapped the bell for noon. Soon all had eaten a hasty lunch, and a girl started the little ones to playing school. One and all the big boys started to break it up, and a small babel ensued.

The youthful would-be teacher said to me: "You'll have to settle them, I can't."

I tapped the bell; all stopped to see what was coming. I asked how many would like to play "Consequences." All but the big boys and a few who can't write said "I." We gathered up pencils and paper, and the boys left us the floor. For twenty long minutes there was silence, broken only by my directions for the game, which was new to all.

By the time the stories, which the game forms, were ready to be read the boys were all back, and all listened in amused silence to the older girls, while they in turn read the stories aloud. That game used up most of the noon and I have since heard some of them tell their mothers what a nice game they had. I took part in the play, but only as a girl with them.

Next time I have mud outside and 19 pairs of restless feet inside I shall try it again.

Try it, fellow-teachers of small schools, if your boys threaten to demolish the school-house, and you are at your wit's end to know how to quiet them.

A KANSAS TEACHER.

I cannot be without THE JOURNAL, it contains so many bright ideas for teachers. Often when I am in perplexity over some question of discipline I find the way out in THE JOURNAL. I do not see how you can collect so much interesting material each week.

MAMIE L. STANTON.

Crowley, Oregon.

Supplementary.

Acrostic.

"COLUMBUS."

(Exercise for eight children, bearing letters composing acrostic.)

C's for Columbus, is gallant and bold,
O's for the Ocean, that tumbled and rolled,
L's for the light, dimly seen on the shore,
U's the Unkindness, which Columbus bore,
M's for the Memory, beaming and bright,
B's for his birth of a new world of light—
U's for our Union, oh, long may it stand,
S for the shores of our dear native land.

ALL.

Now, children, look quickly and tell if you can
What is the name of this wonderful man.

JESSIE NORTON.

The Story of Columbus.

By LIZZIE M. HADLEY.

(A Recitation for thirteen Children.)

All.—

We all know a pretty story,
Do you want us to tell it to you?
'Tis of something that really happened,
In fourteen ninety-two.

'Tis about a wonderful man,
This story we've come to tell,
And now, as we stand in line,
His name for you we will spell.

First Child.—

I am here to begin the story—
The letter I bring is C;
I'll tell you where he was born,
'Twas in Genoa, Italy.

Second Child.—

And he thought across the ocean,
Some land must lie, and so
He asked for ships to go there.
Now here is my letter, O.

Third Child.—

Here the third in line I'm standing,
To show you the letter L.
How king and people laughed at him,
Is the story I've come to tell.

Fourth Child.—

'Tis the letter U, I am bringing.
I tell that he tried again,
For it wasn't long before he went
To the king and the queen of Spain.

Fifth Child.—

Then, men and ships and money,
I've heard he asked of them;
He got them too, so stories say.
Now I bring you my letter M.

Sixth Child.—

And then he sailed away
With his men and good ships, three,
For many a weary day and week.
I'll bring you the letter B.

Seventh Child.—

Away, away, a-sailing
Till one morning, all green and fair,
Before them they saw an unknown land.
See! U, is the letter I bear.

Eighth Child.—

I come with the letter S,
To tell how they came so far
To find this land. Do you know its name?
'Twas our own America.

All.

And now if you'll look at us,
The name you can surely tell.
For the letters when put together,
Of course, must COLUMBUS spell.

We hope you all like our story,
But what ships are those we see?

(Enter children with ships, flag, and casket. The ship and casket may be folded from paper.)

Children with Ships.—

We are the ships Columbus used
In his voyage of discovery.

1st. Ship.—I am the brave little *Pinta*,

2nd. Ship.—The *Nina* is my name,

3rd. Ship.—I am the *Santa Marta*,
In which Columbus came.

All the Ships.

We sailed a trackless ocean
And our quest was not in vain,

Child with Spanish Flag.—

They planted *me* on the land they found
And *I* am the flag of Spain.

Child with Casket.—

Look! here is a golden casket
Of jewels, within my hand.
The queen was ready to give them all
To find this unknown land.

All.—

O, long as the earth shall stand
Or the sea and the sky remain,
We'll ever keep in remembrance
Fair Isabella of Spain.

Her name we'll link with Columbus
And high on the Temple of Fame,
To grow and brighten with ev'ry year,
We'll write them in letters of flame.

A Grammar Lesson.

By HELEN W. GROVE.

The teacher had a class of one—
A merry, laughing, bright-eyed youth—
And tried her best, one day, to teach
This merry youth
The secrets of grammatic truth.

"Now *a* is singular," she said,
"We say *a man*, but not *a men*;"
"Why, Father does," the boy replied,
"He says Amen,
"I've heard him time and time again."

"Come, Henry, do not stop to joke—
Decline at once the pronoun he;"
"Why, He, his, him and They, their, them—
The pronoun he
Is just as easy as can be."

"Well, Henry, let's apply it then;
We say *his* book, but not *him* book"—
"Why, yes we do," the boy exclaimed,
"I say hymn book,"
And from the shelf a copy took.

"Nay, Henry, but these tricks of yours
You must indeed no longer try—
Now listen to the grammar rules,
For when you try
You learn almost as fast as I.

"The verb two voices has—the one
Is active; thus, *I strike*—
The other passive, *I am struck*—
Of course *I strike*
And *I am struck* are quite unlike.

"You're passive, when you're struck, you know"—
"Not I," said Henry with a grin.
"I strike right back, and that's the way"
(A second grin)
"To make the other boy give in."

The teacher closed the grammar then,
And darkly frowned behind a smile:
Young Henry saw the threatening look—
Saw, too, the smile,
And chuckled to himself the while.

Editorial Notes.

We had the pleasure, while at Normal Park, of listening once more to Col. Parker's lecture on "Expression as a Means of Growth." This lecture is ever new. Given in the Colonel's impromptu, with fresh sparkles at every fresh delivery, one is kept alive though an old listener, and is inclined to say at every fresh hearing, "That address contains about all there is in educational philosophy." We give a digest of the lecture in our pedagogical columns this week.

The series of articles on mineralogy by Miner H. Paddock, vice-principal of the Jersey City high school, which appeared in THE JOURNAL last year, show him to be a most laborious and earnest teacher. They have been read with deep interest. Few men are better qualified to present the new subject of earth study that is rapidly coming into the schools; the department of mineralogy is but one of its features. In all its phases, Mr. Paddock is ably qualified, and it is altogether likely he will be heard of in next year's summer schools.

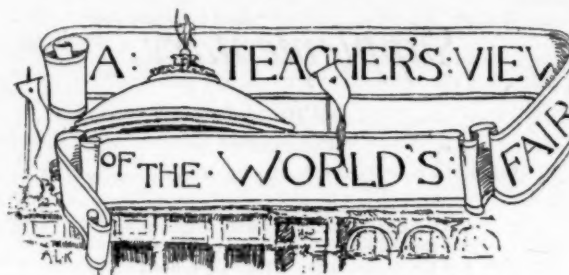
On page 136 we present extracts from two papers read at the international gathering of educators at Chicago. These have been drawn from the summaries of addresses and papers published by the *Independent* in its issue of August 3.

Our Summer Number has received many complimentary notices from contemporaries working with us for a common cause, as well as from the great daily papers. The New York Daily Tribune writes: "The annual summer number of THE SCHOOL JOURNAL," of this city, is well worthy of attention. It contains 88 pages. The articles by Colonel Francis Parker and B. O. Flower, editor of *The Arena* discuss points that have a living interest; both aim at improvement in methods. There is a long article on the great teachers of the last four centuries, with portraits; Comenius, Rabelais, Basedow, Pestalozzi, Froebel, and others. This is followed by an article, profusely illustrated, on the condition of education at the close of the nineteenth century. In this the writer points out the great features in the movement that is going on and is really limited to the last twenty years."

The larger boys in the American school-rooms will want to know what all the talk about silver and gold as money means, and the teacher must explain it. The United States from 1790 to 1834 would give 15 coined ounces of silver for one ounce of gold, but as Europe would give 15½ the gold went over there and we practically had to stop making gold money. In 1834 the United States demanded 16 ounces of silver for one of gold, while Europe only demanded 15½; then we stopped making silver money. Now Europe demands 30 ounces of silver for one of gold, and yet there are men who want this government to give them one ounce of gold for 16 ounces of silver. These are the "silver men;" they live mainly in Colorado, Montana, Idaho, Nevada, and Utah, a population of about 900,000—less than 1/10 of the entire population. Colorado produced of silver last year 24 million ounces, Montana, 17½; Idaho, 3; Nevada, 2½; Utah, 7½; other states and territories, 3½; in all, 58 million ounces.

The people in these states would like to have legislation that would make 16 ounces of silver sell for one ounce of gold; they would thus get twice as much as it is worth in Europe. Probably the people of Minnesota would like to have a law that the government should buy their wheat at \$2 per bushel. The people at the East know what silver can be sold for in Europe and object to this plan. There are people at the South and West who think money can be made "cheap" by making it of silver. If the government takes one ounce of gold and buys 16 ounces of silver, and makes it into dollars those dollars are worth 55 to 60 cents only. The people of Europe see this foolishness and take all the gold they can get away; distrust is caused, and hence these "hard times."

A superintendent of schools has left with the publishers a six per cent. bond of a city water company for \$1,000. It will be sold at a moderate discount, as its owner is going to leave teaching. Address the publishers; the opportunity should be seized on by some one who has money to invest.



The Manual Training Schools.

The kindergarten employments and the various modes of hand-work which are auxiliary to the studies of the lower school are assuredly manual training. Among them are clay modeling, painting, and drawing, as illustrative of the various nature studies; relief molding in geography, and construction of apparatus in the studies of physics and chemistry. These, grouped as modes of manual training, may be called collectively, Illustrative Construction. There is no exhibit in the Liberal Arts gallery so poor as not to evince some attention paid to this kind of work.

Beyond this illustrative work there are five distinct tendencies in the manual training movement, and these are represented by the institutions here considered.

- (a) The manual training high schools.
- (b) The manual training middle schools.
- (c) The sloyd system.
- (d) Industrial schools.
- (e) Specializing schools.

Two types withheld from this classification are those institutions which are trade schools purely and those of the nature of reform schools, which in the present view must be classed as trade schools.

Of the first division, the St. Louis manual training school, a sub-department of the Washington university, is representative. It is in fact the original institution in which the high school curriculum was so reconstructed as to induct and specially emphasize manual training. The St. Louis institution is the prototype of that excellent line of schools which are primarily manual training schools, of high school grade, and with the high school course of study retained. Other prominent schools of this order are the Chicago, Toledo, Cincinnati, and Baltimore manual training schools, exhibiting in adjoining alcoves on the southern corridor of the Liberal Arts gallery. Others are scattered through the general exhibit.

In the main they follow the same system. The departments of their manual training are carpentry, turnery, carving, molding, pattern making, forging, and machine shop practice. Drawing in its various branches is related to these exercises. The culture studies are substantially those of the old high schools.

This system has been called by the certainly too comprehensive name of "American Manual Training." It can, however, be justly described as the most excellently developed and firmly established department of American manual training. As to educational value it must yield first place to the kindergarten, whose more subtle formative processes and wider appeal to the masses make it the most indispensable department of our school system. It must also acknowledge the very evident value of manual training for the lower school, when such a system shall be evolved.

We are indebted to Russia for the original system and to the labors of Prof. C. M. Woodward for its adaptation to the needs of the American school. Prof. Woodward has made himself a terror to the formalist of the scoffing order and the credit is largely due to him for the extinction of that species.

The second type (b) is at a more transitional point. In this it may be congratulated. In the main its representatives are in the earliest experimental stage. Various systems are being tried and innumerable devices which have not the consistency of systems. These are largely illustrative work of various sorts. The latter is good so long as it is considered primarily as illustrative work and secondarily as having some manual training value.

In the majority of cases the work is differentiated on the basis of sex. Sewing is in vogue for the girls and wood work for the boys. Very many of the exhibits illustrate this distinction.*

The New York City schools and others fall in this class. Two of its best examples are the Jewish training school of Chicago, and the Workingman's school (Felix Adler) of New York. In these two institutions, as in the high school systems, manual training has been introduced into the ordinary curriculum and given special emphasis. They, however, represent the lower and middle schools.

*We cannot refrain, however, from observing that, educationally, what is good for the boy is, with very little exception, also good for the girl. Sewing is bad from the hygienic standpoint. We can conceive of such a trade as housewifery and its consideration does not lie within the scope of the formative school.

Their manual training consists of various kindergarten occupations followed in the grades by clay modeling, cardboard construction, wood work, including wood sloyd, drawing of course, some water color work, sewing, and in the New York school, a very light form of iron work, chiefly in wire.

There is only one system adapted to this stage and that is the sloyd. This, wherever its philosophy has been respected in practice, has proven uniformly successful and adequate to the needs of the middle school and indeed to the lower grades of the high school. It has become the recognized public school manual training in Boston through the efforts of Mrs. Quincy Shaw and others, and is rapidly becoming the accepted system throughout the country. There are two sloyd training schools and very many of the state normal schools have established sloyd departments.

The fourth group (d) comprises those schools whose import is industrial first and psychic second. It is high time that this distinction should be sharply drawn. A certain utilitarian tendency characterizes them by virtue of which they may be classed with the specializing schools as distinguished from the formative.

In general these institutions have for their motive the rescue of the savage, be he Indian, negro, or street Arab. Respective instances are the Carlisle Indian school, the Hampton institute, and the Glenwood (Ill.) training school.

All of these have large exhibits of great importance and interest. The Atlanta university (colored) is also of this class.

Two of these exhibits are in charge of graduates. A scholarly young gentleman of delightful address (full blooded Indian) explains the details of the Hampton school to the visitor. For the Atlanta university, Mr. Thos. J. Bell, class of '91, fills a similar office.

The material exhibited bespeaks the specializing school as it should. Carlisle is a trade school without modification and its graduates do excellent work in their selected occupations. In the majority of cases the Indians return to their reservations, there to make practical use of their acquirements in the advancement of their fellows.

The Hampton exhibit is also made up of various trade products. It is leavened here and there with gems of oil paintings, etchings, etc., in which the individuality of the student has been allowed its freedom.

The recent death of beloved General Armstrong, the founder of Hampton, has brought the institution especially into public notice. The pamphlets to be had gratis at the Hampton alcove should be read by everyone.

The Industrial Training School of Glenwood receives the bulk of its pupils through court process from the streets and alleys of Chicago. It was started by private subscription, the original home being located in an old hotel building at Norwood. At that place the writer has taught a motley collection of urchins of all ages and degrees, many barefoot or otherwise bare. These animated problems were taken in hand by Matron Harrison in a way that suggested the all-embracing Pestalozzi. The likeness was enhanced by the impromptu, poverty-stricken aspect of the place.

From this beginning, the school came into an estate of 300 acres at Glenwood, with suitable buildings and equipment provided by endowment. The new arrivals come in as unwashed as of old and pass through a marvelous transformation during their stay. They learn the elements of various trades, among them, shoe making, broom making, and carpentry, together with the rudimentary school branches. They are finally located with private families, generally in farming districts. Mrs. Harrison is a great believer in the beneficent influence of the family fireside in such cases. The plan has thus far proven very satisfactory.

The Glenwood school has its exhibit in the Anthropological building.

The foregoing various types of manual training, have their distinguishing characteristics expressed in the following synopsis:

Kindergarten	Spontaneity of expression.
	Ethical motive.
	Unconscious growth processes.
	Contact with matter forms to extend intuitive knowledge.
Middle School	No legitimate processes other than formative.
	Unconscious development sought.
	Teacher's motive pedagogical; pupil's ethical.
	Spontaneity of expression.
High School	All exercises ascribed a productive value, from pupil's standpoint. No "abstract" or preliminary work.
	Closing stage of formative period.
	Immediate basis for specialization.
	Self-consciousness in growth.
Industrial Schools	Preliminary or "abstract" tool exercises.
	Trade elements.
	Immediate preparation for life.
	Missionary as contrasted to pedagogical.
	Self-consciousness in growth.
	Trade methods in instruction.

Specializing Schools { Adult pupils; formative processes less active.
Immediate preparation for life.
Technical exercises and abandonment of pedagogic method.

The Polytechnic institute of Troy is an advanced example of group (e). Its exhibit adjoins that of the Pratt institute in the south corridor. The processes of the Polytechnic belong to tertiary education. It equips its graduates for immediate service in the field of civil engineering. Among its alumni are the most noted engineers of our history. Roebling, of Brooklyn Bridge fame, was a member of the class of '57.

Pupils as young as sixteen enter the institute, from academies and preparatory schools. It is partially endowed; otherwise a corporation.

The exhibit consists of maps, topographic and hydrographic; altitude contours; map of preliminary survey, with field notes. Drawing of bridge construction. Models of stone blocks showing their development in arch building. Photographs showing subsequent productions of distinguished graduates. Statistics regarding same. These from students.

The Pratt institute of Brooklyn is too comprehensive in its organization to fall within the above classification. Its scope is that of a junior university. Its enrollment shows nearly 4,000 students.

The next letter will consider further, the Pratt institute, Felix Adler's school, and the Jewish training school of Chicago.

WALTER J. KENYON

To Friends of Education.

The desire of the editors of THE SCHOOL JOURNAL is to make it represent the educational world, as far as possible. The absence of interest in each other shown by teachers has been a great barrier hitherto, but there is a more evident effort to construct this work into a profession; thus they have become more alive to the importance of having educational movements recorded in THE JOURNAL. The editors, therefore, call upon teachers everywhere to assist in the work of recording the more prominent events affecting education; it will certainly react beneficially on the general cause of educational progress. They ask that notices be sent of:

Appointments of presidents, superintendents, and principals.
Notices of deaths of prominent educators, with some account of their work.

Erection of new buildings, cost, plans, photographs, etc.
Conventions—place and time; also of the more important transactions.

Addresses made by educators.
Plans; courses of study, etc.

In many cases a clipping from a newspaper will contain the information needed. All men and women who are in earnest to raise their work higher in public estimation will cheerfully co-operate, it is believed, not because there is money made by so doing, but because the educational world is at last awake and entering upon neglected work.

One reason why the University Convocations of the State of New York are popular may be found in the following extract from a private circular issued "to speakers":

"If subjects are assigned with the invitation to speak, one often speaks on a topic in which he feels much less interest than in some other on the program. By asking each speaker to select his own topic, we hope to secure the most valuable contribution from each. Will you kindly advise me by early mail on what you will speak and how many minutes you would like if practicable. Will you also suggest for our confidential use the names of any speakers in or out of the state whose views on any of these subjects would be of special interest."

MELVIL DEWEY,
Secretary.

Dr. T. B. Noss, principal of the California State normal school, has been granted a leave of absence for one year, which he will spend in pedagogical study in Europe. Prof. C. L. Ehrenfield, a former principal of the school, will act as principal during Dr. Noss' absence.

Herman Krüsi, the veteran educator, is sojourning in a small New England country town for the summer. Alameda, Cal., is his home. His reminiscences of his father who taught, together with Pestalozzi, in the celebrated school at Burgdorf, are always interesting. Speaking of the present growing demand for more real teaching and less text-books, he recalled a fact that seems to have been overlooked by Pestalozzi's biographers, namely, that text-books were but seldom seen or used in the original Pestalozzian schools. "Leonhard and Gertrude" served as a reader. Mr. Krüsi has in his possession an original copy of this pedagogic classic, with notes in Pestalozzi's handwriting.

Evils to Be Avoided in Primary Education.*

By M. FERDINAND BUISSON, Director of the Department of Primary Education in the French Ministry of Public Instruction, and Member of the French Commission at Chicago.

The double danger in the question of program or school curriculum is narrowness on the one hand and over-crowding on the other. As regards the French schools the reproach often made to their curriculum is that it is too complete, too cram-full.

It is possible, however, that teachers may correct this defect if they keep not to the letter, but to the spirit of the programs prepared by the Superior Council of Public Instruction, a kind of educational parliament composed of representatives elected by the school teachers of France. These are prefaced by wise advice and directions similar to those often found in the preambles of school regulations issued by city or state school superintendents in America; and if teachers are well trained and conscientious they may manage to bring into harmony all the branches in the school-work without inconvenience to the children.

Those branches are the very same that have been advocated by several speakers of the meeting, viz.: morals and citizenship, language, arithmetic, geography, history of the country, writing, drawing, singing and gymnastics, with the addition of manual work bearing as much as possible on the local industries and trades in towns and on the scientific knowledge useful to agriculture in the rural districts.

Reading may be the means of bringing many subjects within the daily work. Of course it is better to omit something in this program than to touch every branch superficially and to flutter about butterfly-like from one thing to another. By looking at the *cahiers mensuels*, or rather at the *cahiers de roulement* (exercise books) exhibited in the French section of the exposition, it is easy to see how intelligent teachers manage to give a turn to all the subjects. Those especially are on the good road who are careful to prepare reading lessons bearing, for instance, on chemistry, physiology or botany, by gathering diagrams, pictures or specimens, or even by showing some easy experiments.

As to manual work, it is also opposed in France by some educators; but nevertheless its introduction has prevailed in city schools, and even in many country schools where the teachers are supplied with the necessary implements. And I am of the opinion that handicraft, even when it does not result in turning the children's taste toward industry and trade as their vocation, ought nevertheless to be taught in public school—firstly, on purely pedagogical grounds; secondly, as a most sure preventive of overpressure in mental work; thirdly, on account of its moral value as enhancing the dignity of labor and doing away with class or caste prejudices.

I would ask this meeting, M. Buisson concluded, to pronounce in favor of a wide and harmonious curriculum, containing all that may contribute to form good citizens, open and thinking minds, free from sectarianism and bigoted prejudices, honest and straightforward characters, ready for self-government, self-control, pluck, and initiative, and well equipped for the battle of life, but with a great *fond* of good will and toleration for one another.

University Education of Teachers.*

By ELIZABETH P. HUGHES, Prin. Cambridge (England) Training College.

I wish to ask two questions: How far is the profession of teaching supplied by college men and women? How far are such men and women interested in that profession? I venture to complain that the university graduate is seldom found in your public grammar and primary schools—or, more important still, in the place where you manufacture your teachers, your normal colleges. We want that breadth of view, that culture which is most easily developed in university life in these spheres of education; and I cannot help thinking we should find many university graduates there if they had studied education sufficiently to see its real significance, and had gained enough skill to succeed in their different departments. I venture to complain, also, that the university graduate in your high school or good private school is not as valuable as he might be and does not take his proper position, because he has not undergone a professional training. I know the danger of prophecy; but I will predict, nevertheless, that the twentieth century will not be very old before all civilized countries which care for education will decide that teaching is so difficult and so important that no one shall be allowed to undertake it who has not had the advantage of a university education, and that America, with its appreciation of the value of education and its many universities, will be the first to attain to that perfection.

I also venture to prophesy that within half a century an untrained teacher will have as little chance of success as an untrained doctor or an untrained nurse. I maintain that all teachers, from the university professor to the teacher of the kindergarten, men as well as women, over and above a good general education ought to have a professional training for their difficult and important work.

*From papers read at the Educational Congress.

**** What I propose instead of a normal college is a teaching department, giving a post-graduate course and connected with a university. I do not mean a chair of education. I consider education to be a worthy subject of study for every man, whether he is going to be a teacher or not. ****

Such a training department ought, above all, to develop teaching power. This assumes a thorough knowledge of child nature to be attained out of much careful observation, out of the study from science, and from other observers of children. The ordinary graduate on leaving college does not possess this knowledge, and we demand that he should spend a year in gaining it.

Some of the foreign delegates to the World's Educational Congress were greatly surprised to find that the editor of the Chicago *Tribune* classified them along with the American educational leaders as "faddists" and humbugs, whose ideas had no pedagogic value whatever. "If Col. Parker's ideas are called 'sentimental gush and nonsense,'" said one of them, "then I am sorry for the Chicago schools. In my country no newspaper would speak so disrespectfully of an educator of good professional standing. Nor would they venture to criticize pedagogic lectures. Such matters are, and certainly ought to be, left to professional criticism." It was, indeed, bad taste that could allow an article like the one referred to and commented upon in another place, to appear in print at the time of an important educational gathering. The hearty welcome extended to the delegates by other Chicago papers was all the more appreciated, and remedied matters somewhat. The *Herald* printed an editorial that told plainly that the opinions of the *Tribune* could not be considered an expression of the feeling of the people at Chicago. It said:

"The education congress is one of the most impressive that has been held since the opening of the fair. *** Its delegates need no credentials. They are for the most part widely known among all who give thought to education problems, and they are in the high esteem of those whose judgment is alone worthy reckoning."

"Nothing is easier than for irresponsible and illiterate criticism to describe these leaders of education as cranks, faddists, and charlatans. Nothing is truer than that it is to the men and women who have generally been thus designated by uncouth carpers the schooling of the world is indebted for its universal and constant striding on in useful and elevating progress. *** It is these advance thinkers that have lifted primary education for the children of the great working world out of its narrowness and niggardliness, and made the primary school system of all great countries their greatest profit and their truest glory."

"*** The age of democracy in education is the only age in which childhood gets its natural birthright; and it is the privilege of those in whose hands this birthright lies for administration to see to it that no barriers shall stand between the child and its rights. Higher education may safely be left to solve its own problems. Lower education, the foundation of all that comes after it, is the especial responsibility of the education congress."

Teachers' Institute, Corinth, Miss.

(Special Correspondence.)

The Teachers' Institute for Alcorn county, Miss., convened at Corinth on July 24, and held a five days' session. That veteran teacher, and one of the ablest educators in Mississippi, Prof. W. I. Gibson, of Booneville, was the conductor for the whites. He was well prepared for the work and inspired the teachers to greater efforts for self-training.

The first two days of the meeting were devoted to a general discussion of the common branches in the public school curriculum of the state, interspersed with interesting lectures by Conductor Gibson, and short calisthenic exercises conducted by Prof. J. C. Hooker, a late student of the U. S. Naval Academy and ex-principal of the Webster (Miss.) high school. On the third day of the session Prof. Gibson, read an excellent article from the pages of the "Annual Number" of THE SCHOOL JOURNAL, which was followed by a short, but enthusiastic discussion of the "New Education vs. the Old." It is needless to add that all the readers of THE JOURNAL and THE INSTITUTE who were present were staunch supporters of the New Education. In the afternoon of this day (Wednesday) Prof. J. R. Griffith, the new principal of Corinth public school No. 1, treated us to an excellent talk on the *word method* of teaching reading, and gave a detailed explanation of this system as used by himself.

During the last two days Conductor Gibson delivered some very able lectures on metaphysics, psychology, school management, reading, English grammar, and ethics. Prof. Hooker made several talks during the session on physical culture as related to practical work in the school-room, and his work in calisthenics seemed to meet with general approval.

We believe the meeting will result in a thorough awakening of the teachers of Alcorn, and a decided step in advance along all lines of educational work. B.

The twenty-third annual session of the Putnam county teachers' institute, Ohio, will be held at Ottawa, Ohio, from August 21 to 25, 1893. Practical methods of teaching will be presented by the instructors each day, and entertainments and lectures will be given in the evenings.

Some English Educationalists.

(Special Correspondence.)

Dr. Fitch is now paying his last inspectorial visits to the various female training colleges of England, for it has been decided that he shall retire from the public service at the end of the current year. Many memorials have been received from training college authorities, suggesting that his services should be retained for a further period but all in vain; possibly Dr. Fitch himself yearns for a freer hand after many years of official life, in which principles, and opinions have had to be squared with treasury parsimony and governmental policy. He will have left his impress on the elementary educational system of England, and few will be found to begrudge the pension of £600 a year which he carries with him.

Oscar Browning, M. A., fellow of King's college, Cambridge, is taking an active part in the training of elementary school teachers at the Day training college in connection with his university. He acts as director and also teaches several subjects, such as Latin, history, etc. He only receives £50 a year for his extra labors, but has nevertheless thrown his whole heart into the work, having secured from the education department permission for the students to work really as undergraduates of the university. The idea is to train a number of teachers who will be qualified to have charge of the public secondary schools which now loom large on the English educational horizon.

T. G. Rooper stands out prominently among the 110 inspectors of schools for solid and painstaking work. His district comprises a large slice of the county of Yorkshire including that most active educational center, Bradford. He is the kindergarten advisor of the education department, where his services are highly valued. He is responsible in a great measure for a circular recently sent out by the department. (A summary is given below.)

Another Yorkshire Inspector, S. R. Wilson, is spending his annual six weeks' vacation in visiting the Chicago exhibition. Several others of the indoor and outdoor staff of the education department will be visiting the great World's fair.

A. WOODGATE.

England.

From an interesting circular prepared by the English education department on "The Instruction of Infants," and recently sent to H. M. inspectors, we give the following extracts:

In the education code of 1892, teachers holding either the elementary or advanced certificate of the National Froebel Union are allowed to rank as assistant teachers in infant schools under inspection. And the department are desirous of giving further encouragement to the employment of kindergarten methods.

The circumstances of infant schools have altered considerably in the last few years; the numbers in the lower classes having increased, a full four years' attendance at the infant school will be the rule and not the exception. The improvement also shown in passing the standards at an earlier age than formerly gives to infant schools greater liberty and leisure in developing natural methods of education.

Two leading principles should be regarded as a sound basis for the education of early childhood:

1. The recognition of the child's spontaneous activity, and the stimulation of this activity in certain well-defined directions by the teachers.
2. The harmonious and complete development of the whole of a child's faculties. The teacher should pay especial regard to the love of movement, which can alone secure healthy physical conditions; to the observant use of the organs of sense, especially those of sight and touch; and to that eager desire of questioning which intelligent children exhibit. All these should be encouraged under due limitations, and should be developed simultaneously, so that each stage of development may be complete in itself.

It has been strongly urged that sufficient attention has not been paid in the past to these principles; indeed, it is often found that the kindergarten occupations are treated as mere toys, or amusing pastimes, because they are attractive for children, and the intellectual character of the "Gifts of Froebel" is disregarded, whereas, the main object of these lessons is to stimulate intelligent individual effort.

The attention of teachers is directed to the chief consideration which underlies true methods of infant teaching, viz., the association of one lesson with another through some one leading idea or ideas. The reading lessons, occupations, and object lessons may all be usefully combined for one purpose, e. g., if the teacher wishes to impress on her class some knowledge of a domestic animal, she may usefully combine the object lesson for general study of its structure; the reading lesson for a knowledge of its habits and character; some occupation, such as pricking the outline, to impress an exact knowledge of its form; a song or simple story bearing on its association with human life; so that familiarity with animals, especially with domestic animals, and a kind treatment of them may be fostered.

On the other hand the teachers are cautioned against the mere repetition of the same exercises and lessons; the progressive character of the whole scheme of instruction should be constantly kept in view; and each exercise should lead up to something beyond itself.

The following list of varied occupations may serve as a guide to teachers, especially in infant schools or classes which may be divided into two sections for those lessons:

A.—What children between the ages of five and seven can do:—Games with music; games without music (guessing games, etc.); taking messages; picture lessons; object lessons; story lessons, e. g., stories from history; Grimm's Household Tales; recitations; paper-folding; mosaic with colored paper; use of gum; drawing; brush drawing; plaiting paper; ruffling simple geometrical forms; measuring length; estimating length; weighing; estimating weight; Setting a table (carrying a glass of water without spilling it.

Moving cups without breaking them); modeling in clay; basket work; cutting out patterns and shapes with scissors; word building; number pictures, with cubes, beads, etc.

B.—What children between three and five years of age can do:—games with music; games without music (guessing games, etc.); recitations—nursery rhymes, etc.; picture lessons (learning to answer in complete sentences as to what they can see in a picture); paper-folding; mosaic with colored tablets; drawing; matching colors (picking out the same shades of wool from a heap of remnants); plaiting paper; working patterns with needle and worsted; threading beads in twos, threes, etc.; arranging shells in twos, threes, etc.; arranging "Pictures of Number" with cubes; word building.

St. Louis Society of Pedagogy.

The St. Louis Society of Pedagogy has been reorganized. The specific function for which it is founded, is the study of the scientific principles involved in the art of education. There will be monthly addresses, and addresses upon carefully chosen themes pertaining to pedagogics. It is also proposed to form sections for purposes of systematic study of educational subjects. Members may associate themselves with these sections, according to their individual choice. No fee will be charged beyond that of membership in the society.

The following are the leaders of the different sections chosen for the year 1893-4:

Francis E. Cook: Pedagogics.—The work will be essentially a study of Rosenkranz's "Philosophy of Education."

E. H. Long: Psychology, rational and experimental.—The "Syllabus of Psychology," by Wm. M. Bryant, is recommended as a guide.

William M. Bryant: Ethics, theoretical and practical.—A special syllabus will be prepared for the use of those joining the sections. Sidgwick's "Outlines of the History of Ethics," is recommended for preliminary reading.

F. Louis Soldan: Literature.—Ten lectures on English Literature are proposed.

George E. Seymour: History.—The study of the history of the English people will be the central study. Greene's "History of the English People" is recommended.

G. W. Krall: Science.—Longmans' "Object Lessons" is recommended for the beginning.

Amelia C. Fruchte: Art.—Christian art in Italy is to be the special study. The subject will be illustrated by photographs and stereopticon views. Julia B. DeForest's "Short History of Art" is recommended as hand-book.

Mary C. McCulloch: Kindergarten.—The work will consist of a study of child-nature based upon Froebel's "Mutter und Kose Lieder."

The Society of Pedagogy intends to organize also such local groups as may choose to affiliate themselves. It is expected that many teachers will avail themselves of the opportunity.

The National Conservatory of Music of America, New York, thoroughly convinced by the success of its first concours, that through a yearly award of prizes for the best works, American composers and librettists will be encouraged and stimulated to higher efforts, and the cause of music greatly advanced, announces that for the second annual concours, the subjects of prizes and general conditions shall be as follows:

Subjects and Prizes.

For the best grand or comic opera (opera comique), in one act: \$1,000; best libretto for a grand or comic opera (opera comique), \$300; best symphony, \$300; best overture and cantata, \$200; best string quartette, \$100.

General Conditions.—The prize for, opera and comic opera (opera comique), is open to all, regardless of age; competitors for the remaining prizes should not be above forty years of age. All composers and librettists must be natives of the United States.—Each work should be submitted in manuscript form and be absolutely new to the public.—The merit of each work will be passed upon by a special jury of five competent judges.—The works to which the prizes shall be awarded will be made known to the public under the auspices of the National Conservatory of Music.—The National Conservatory of Music of America reserves the right to give two public performances of the works to which prizes shall be awarded, which works shall afterwards be the property of their respective composers and authors.—Manuscripts must be sent in for examination to the National Conservatory of Music of America, 126 and 128 East 17th street, between September 1 and October 15, 1893. Each composition requiring the co-operation of an orchestra for its performance must include the orchestral score. The orchestra's parts need only be furnished by the successful competitors. The public award of prizes will be made on or about March 14, 1894.

The Omaha Schools.

A visitor to these schools is impressed with the high standard of discipline attained; the lack of evident machinery of government; the freedom of action on the part of the pupils; and the manifestation of respectful consideration for one another's opinions, feelings, and rights on the part of both the teachers and the taught. So high is the standard of discipline prevailing in the routine manipulation of the classes, that in visiting six representative schools of from twelve to fourteen rooms each, and making the best use of observation powers sharpened by seventeen years' experience as a principal, not a single word or look of reproach was observable on the part of any teacher, nor the slightest act of disobedience, carelessness, or inattention on the part of any pupil.

To the casual observer this high standard of discipline might be attributed to the peculiar inherent characteristics of the children attending these schools, and teachers considered most fortunate to be located amid such favorable surroundings; but the educator, who "reads between the lines," sees in the masses of children before him representatives of all nations, and of all grades of intellect, with all the varying shades of disposition, temperament, and other individual characteristics to which humanity is heir; and he sees, in the total lack of evidence of the grinding wheels of the machinery of government, only discipline, school-government, reduced to that scientific plane which governs as though not governing—the highest plane to which government, political, social, domestic, or scholastic can be reduced.

In spirit, every child seems happy, and every teacher earnest, cheerful, sunny, and sympathetic.

Indeed, on the side of sympathy the attitude of the teachers toward the pupils is most admirable. No frown of displeasure or look of disappointment was observed on any teacher's face when the work of any pupil fell below an average standard, and no child dropped crestfallen into his seat abashed at his failure; on the contrary, the teacher accepted the imperfect work as the best that the pupil could do; and proceeded to set him right in the matter in the pleasantest manner possible, or to have some pupil to do so, while the little learner listened eager to be informed.

As the province of the public school is pre-eminently, to build up character and to fit for intelligent citizenship the influence of such wise methods of discipline, such patient consideration and broad sympathy, is of incommensurable value to the coming ages.

In visiting the public schools of several of the large cities of this country, it has not been the fortune of the writer to observe so high a standard of discipline obtained.

The visitor is next impressed with the scrupulous neatness and cleanliness everywhere manifest.

The yards seem fresh from the touch of the janitor's broom, while within the buildings from floor to ceiling every room and every hall is spotless, dustless. In the tour of six representative schools only a single room presented to the eye slips of paper on the floor and other signs of untidiness.

In connection with cleanliness, in observing the condition of the buildings ventilation seems to receive due consideration; but, in common with most schools of the country, the subject of the proper adjustment of light to the needs of the pupils seems not to have received that careful consideration that its importance demands.

The characteristic next manifesting itself to the visitor is the careful attention of the principals to details, as observed at every step in the manipulation of the work from the kindergarten to the eighth grade, inclusive.

No minutia are considered of too little import for careful attention; and thus the grand whole of the educational fabric is reared.

In passing from room to room the teaching power of the various instructors is noted as much more uniform than is usually found in large graded schools; few, if any, cases sinking below a fair mediocrity, while many rise to the highest plane. This uniformity being attributable, doubtless, to a system of careful weeding out, on the part of the board of education, on the principle of the "survival of the fittest;" and to the careful attention of the principals to the work of the weak teachers.

The spirit of forbearance, charity, and helpfulness displayed by the principals toward their assistants is met in return by a spirit of loyalty on the part of the assistants which bespeaks the reason for many of the excellencies of the schools, in that it insures a hearty and ready co-operation of the assistants in all the plans of the principals; a condition which is one of the leading essentials of effective school work.

If there is observable a slight lack of professional spirit on the part of principals and teachers, it is due, perhaps, to a lack of attendance on well-organized teachers' monthly institutes, where the subjects presented for discussion are viewed from such a variety of standpoints as to give breadth and elasticity to all narrow and fixed ideas.

In regard to teaching power, the strongest teachers are found in the first and the eighth grades, while many teachers in the intervening grades rise to a high plane; the young teachers fresh from the training school showing such marked ability as to impress the incalculable value of such a school upon the observer.

As the children of Omaha are admitted to the public schools at the tender age of five years, the introduction of the kindergartens to take charge of the little ones from the age of five to six is one of the wisest steps in the line of progress; a veritable blessing in disguise.

To place the *infant* of five years, with its brain scarcely more than a liquid mass, its bones soft and yielding, its muscles existing as possibilities only, in the school-room to become a little pattern of adulthood, to sit straightened and constrained through weary hours of torture, while nature is being forced in hot-house fashion, to blossom and to fruit before its time, is a practice so near a "cruelty to animals" that it becomes a subject for the humane societies.

The wisdom of the "powers that be" in Omaha—that is, in grafting the kindergarten on the parent stalk of the regular course, is unquestionable.

Comparatively, while the eye of the critic may detect minor points of weakness all along the line of work of any school or school system, public or private, in any country, the public schools of Omaha are strong schools, equaling in most essential particulars, and surpassing in many essentials, the public schools of any other large graded system in this country.

Kansas City, Mo.

G. T. JOHNSON.

State Supt. Schaeffer, of Pennsylvania, has rendered a decision regarding the new statute requiring school boards to furnish, free, text-books and supplies, that it not only includes the text-books but slates, pencils, pen, ink, and paper, tablets, and all articles needed for study in the school; also, that, while it is desirable that pupils should use the books now on hand and purchased by them before the law was passed, still they cannot be required to use their own books, and must be supplied at the expense of the district.

Kindergarten Progress in New York.

Mr. Louis H. Allen, of Buffalo, N. Y., whose disinterested efforts in behalf of kindergarten extension have been a great help to the advancement of the cause, has prepared a pamphlet on "Kindergarten Progress in New York." This valuable little hand-book forms part of the state's educational exhibit at the World's fair. The following extracts give an outline of the history of the kindergarten:

Not exceeding a quarter of a century since the first kindergarten wave reached the shores of America.

New York and Massachusetts were the first states to adopt Froebel's kindergarten system and the Empire state has kept abreast in this progressive movement.

The Earliest Kindergarten in New York State.—In 1867, a year before the first Froebelian kindergarten was established in Boston, Conrad Poppenhuisen, of College Point, N. Y., erected and endowed an institute with the condition that a kindergarten should be maintained in connection with it, free to all children. This kindergarten was put in operation in 1869 and probably was the earliest one in this state. It has always been conducted in the German language and now has an attendance of 95. Miss A. C. Bardenheuer is the principal.

NEW YORK CITY.

First Kindergarten.—In 1879 Miss Henrietta B. Haines visited Europe and persuaded Miss Maria Boelte to come to America and organize a kindergarten in connection with her private school on Gr. mercy Park, where in October of that year Miss Boelte established her model kindergarten.

Prof. John Kraus joined the undertaking and in 1873 the New York Normal Training School for Kindergarten Teachers was started under the joint direction of Prof. John Kraus, and Mrs. Kraus-Boelte, which has continued with great efficiency, and is to-day the oldest and one of the highest sources for the dissemination of kindergarten knowledge in this country.

This seminary has sent out some of the greatest workers in the cause, including Miss Susan E. Blow, who organized the free kindergartens of St. Louis, normal school teachers, principals of ladies' high schools, conductors of independent kindergartens, Sisters of Charity, and ladies of education who came for their own culture.

Mrs. Kraus-Boelte also formed a "mother's class," to which she gave discourses on the care of children, and in 1880 a class for nurses was added, making altogether a veritable Froebelian institution.

First Free Kindergartens.—Year after year the number of private kindergartens in the state increased until 1878, when there were 22; then a new departure was made by the establishment, almost simultaneously, of a number of free kindergartens, in New York city. The first of these was started in January, by the New York Society for Ethical Culture, under the lead of Prof. Felix Adler, Ph. D. With this kindergarten, now known as the Workingman's school, a normal class is maintained with Miss Caroline T. Haven, as principal, where instruction is given in theory and art of kindergarten. This kindergarten has proved a great success, and may well be considered a model of its kind.

All Souls' Protestant Episcopal Church under the inspiration of its rector, the Rev. R. Heber Newton, was the first to take up the kindergarten as a mission work, and established a charity kindergarten, in March of 1878. Miss Mary L. Van Wagenen, a graduate of Mrs. Kraus-Boelte, organized this kindergarten, and has conducted it ever since. A training class was opened by Miss Van Wagenen at the end of the second year, which has continued with increasing success.

The Children's Charitable Union organized a kindergarten in May 1878. With the need for increased assistants, grew a normal class, similar to the others referred to, which has graduated from four to six kindergartners each year.

The Children's Aid Society has extended the kindergarten to 18 of its 22 schools, and hopes, before long, to have one in connection with them all.

The superintendent is deeply convinced of the efficacy of the kindergarten, and declares a marked difference is noticeable in favor of children having first received kindergarten training, who make much more rapid advancement.

The Friends' Seminary Kindergarten was opened in September, 1878, by Mrs. S. M. Harris, a graduate of Madam Kraus-Boelte, and it has continued under her care ever since. In 1880 she opened a training class for kindergartners, and shortly after organized an association for the mutual benefit of kindergartners.

The Teachers' College added a normal kindergarten department, in September 1887, and appointed Miss Angeline Brooks, as professor of kindergarten methods.

Miss Brooks was largely instrumental in organizing the New York Kindergarten Association. She has been a moving force in the kindergarten world, and her ready pen has been one of its best champions. Her leaflets on the kindergarten have attracted wide attention, and have done a great deal towards spreading a knowledge of the system.

A class for mothers is carried on in the college building and during the past year two other such classes have been conducted under its auspices, in neighboring cities.

The New York Kindergarten Association was organized November 22, 1889. Its first free kindergarten was opened on March 10, 1890.

The energy and success of this association are unsurpassed; in a little more than three years its kindergartens have grown from one to 11, with still more in prospect next fall.

It has by circularization of literature, public and private talks, and constant agitation, aroused public sentiment and been directly responsible for the school board's action in introducing the kindergarten into the city's public schools.

This association is indebted for much of its recent success to Mrs. Kate Douglas Wiggin, one of the pioneer kindergartners of the far West, and who started the first free kindergarten, the famous Silver street, in the city of San Francisco, and who is now one of its most active workers.

Public Kindergartens.—After long agitation and earnest appeal, the school board finally decided to open 30 kindergartens, but the board of appropriations cut them down to seven, which are now just getting into operation.

Extent of the Kindergarten.—The dealers in kindergarten supplies, and the leading kindergartners of the city are unanimous in the belief, although no accurate information is obtainable, that there are fully 300 kindergartens in New York city, including public, free, private, charity, and Roman Catholic; and considerably over 200 kindergartners engaged in the profession; it is therefore second to no city in the country.

BROOKLYN.

In 1866, the first kindergarten was started by Mrs. S. E. Tenney, and Mrs. Chas. N. Chadwick, which in 1883 was incorporated as the Froebel academy, and now has nine teachers and 130 pupils. In 1882 Mr. Geo. W. Barker established a mission kindergarten in the Hicks street Bethel under the auspices of Mr. Beecher's church.

Various private kindergartens were inaugurated, from time to time, up to June, 1891, when the Brooklyn Kindergarten Association was organized. It grew out of a meeting held at the house of Mrs. Ellen T. Brockway, for the purpose of considering the establishment of free kindergartens, and began active work by adopting a kindergarten from the Woman's club on June 17. It now has seven free kindergartens.

A Training Class for Kindergartners was organized in 1892, at Pratt Insti-

tute, through the efforts of Miss Hannah D. Mowry, who was largely instrumental in inducing the formation of the kindergarten association.

This class numbers 16 enthusiastic workers, and is conducted by Miss Alice E. Flitts, assisted by the teachers of science, drawing, music, history, and physical culture, belonging to the institute.

Miss Flitts also conducts a special class of kindergarten teachers, for study of Froebel's *Mother Play*, and a class for mothers.

Other Kindergartens.—Sister M. DeChantal, of St. John's home, a Catholic institution, housing and caring for 1,100 boys, from three to 13 years old, became interested in the kindergarten system in 1877, and has since that time conducted a kindergarten for the benefit of the little ones of her flock.

Brooklyn is credited with having over 50 kindergartens and 80 kindergarten teachers. Mrs. Geo. R. Orton conducts a private training class for kindergartners and has for more than 11 years been engaged in kindergarten work in this city.

BUFFALO.

There were early attempts to start kindergartens, but nothing of consequence was accomplished until May, 1876, when Madam Hoffman, with the assistance of a trained kindergarten from Boston, opened a kindergarten which is now conducted by her two daughters.

In May, 1884, the first free kindergarten was started in Buffalo, in connection with the Fitch creche. In 1887 the city assumed the payment of the kindergarten's salary.

Miss Beers' Work.—In 1889 Miss Jessica E. Beers, a graduate of Felix Adler's training class and mission school, of New York city, started a private kindergarten, and later gave public talks, and instituted a mother's class, which did much to spread an interest in the kindergarten, and sow seed, which afterwards ripened into a general public interest.

The direct outcome of Miss Beers' work was the Elmwood school which now occupies a model building with perfect appointments, having a kindergarten class of 65 children, under Miss Beers' care, and connecting and primary classes of 60 pupils, under Miss Gibbons, wherein the principles of the kindergarten are admirably carried out.

The Franklin Kindergarten.—Miss Beers also started an afternoon kindergarten for the children of Mrs. Bryant B. Glenn, from which the Franklin kindergarten has grown. This is an ideal private kindergarten, in a handsome gothic brick structure, erected for the purpose. Here 25 beautiful children are gathered under the motherly care of Miss Anna H. Little, two trained assistants, and a pianist. Nowhere are the conditions more satisfactory for a delightful introduction to the kindergarten than here.

The Orphans.—In October, 1890, the Buffalo orphan asylum established a kindergarten which has continued successfully up to the present time, in charge of Miss Grace Pinner whose salary is also defrayed by the city.

Buffalo Free Kindergarten Association.—In September, 1890, Miss Margaret C. Brown came from Boston to organize a kindergarten in connection with the Heathcote school. She interested the Delaware avenue Baptist church in the philanthropic project of starting a free kindergarten in its mission chapel, which formed the nucleus for the present large association.

Mr. and Mrs. Louis H. Allen became co-workers and took up the project with great energy and enthusiasm. The matter was pushed rapidly forward, so that the association was formally organized on the first of June, with \$5,000 already pledged in subscriptions, and over 250 members enrolled. This was the second kindergarten association formed in the state.

One of the most influential workers during the association's first year was Miss Amalie Hofer, of Chicago, who came with a true missionary spirit to help organize. Outside of this invaluable work, she formed a mother's class for the study of Froebel's *Mother Play*, and contributed greatly to the kindergarten element of the city. Together with Miss Beers, she undertook a course of lectures for public school teachers.

Four free kindergartens were started in September of the same year, in the most destitute parts of the city, and a free training class was inaugurated by the association under the direction of Miss Brown, who volunteered her service as superintendent.

Kindergarten and the Public School.—As yet, no effort has been made to introduce the kindergarten into the public schools of this city, and their overcrowded condition is likely to delay this proposition some time, but the city council have responded generously to the association's appeal, and in 1892, undertook to defray the salaries of the four kindergartners then in the employ of the association, which resulted in two additional kindergartens being started, and the appointment of Miss Ella C. Elder, as the paid superintendent of its kindergartens and training class.

The city council has just made another appropriation to cover the salaries of two more kindergartners, making in all \$3,600 a year, so that in September, 1893, the association will be able to start with at least eight free kindergartens.

Buffalo has been justly credited for the prompt response made to the appeal for the *new education*. It now has nine private, two charity, three Roman Catholic, and six free kindergartens (so altogether), with several additional ones to be started in the coming fall.

The Kindergarten Union of Buffalo was organized November 5, 1892, embracing about 30 kindergartners, and its aim is unity and progress. Miss Ella C. Elder was elected president, and Mrs. Mary J. B. Wylie, secretary and treasurer.

[TO BE CONTINUED.]

Correspondence.

Will you kindly publish a list of cities that have for some time dispensed with final written examinations for promotion. I know of only Oswego, N. Y., New Bedford, Mass., and San Bernardino, Cal. I desire to obtain opinions of superintendents where the plan has been tried, and will give THE JOURNAL a summary of replies.

Kingston, Ont.

The following cities promote pupils without stated examinations for the purpose, in all grades below the high school, and several of them to the high school:

San Francisco, Cal.; Oakland, Cal.; Minneapolis, Minn.; St. Paul, Minn.; Indianapolis, Ind.; Louisville, Ky.; Denver, Col.; Washington, D. C.; Cleveland, O.; Newark, N. J. (in part); Harrisburg, Pa.; Philadelphia, Pa. (Mid-year); Brooklyn, N. Y.; New York City, (no general examination); Springfield, Mass.; New Bedford, Mass.; Cambridge, Mass.; Oswego, N. Y., and some forty other cities.

Information on this question can be obtained by sending to the United States bureau of education for Prof. E. E. White's monograph on "Promotions and Examinations in Graded Schools."

Are women entitled to vote at school meetings in the state of New York?
EXCELSIOR.

The law in this case provides that the following four classes of persons are entitled to vote at the meetings:

1st. *Every person* of full age, who is a resident of the district, entitled to hold lands in this state who either owns or hires real estate in the district liable to taxation for school purposes.

2d. *Every resident* of the district, who is a citizen of the United States, 21 years of age, and who is the parent of a child of school age, provided such child shall have attended the district school for a period of at least eight weeks within one year preceding.

3d. *Every resident* of the district, a citizen of the United States, 21 years of age, not being the parent, who shall have permanently residing with him or her a child of school age, which shall have attended the district school for a period of at least eight weeks within one year preceding.

4th. *Every resident* and citizen of full age, who owns any personal property assessed on the last preceding assessment roll of the town, exceeding fifty dollars in value exclusive of property exempt from execution.

In either class the voter may be either male or female. In the second class both father and mother are entitled to vote. In the third class (cases of children residing with others than their parents) the phrase "him or her" in the statute must be held to limit the suffrage to one person only, and that the head of the household. Therefore, where husband and wife living together have such a child residing with them, the wife is not on that account entitled to vote, although she may be for other reasons.

I would like to continue taking THE JOURNAL, OUR TIMES, and EDUCATIONAL FOUNDATIONS. I feel that I cannot do without them. I find nothing better for theory and practical teaching than the last named paper.

E. H. ATWOOD.

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Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30c. a year.

THE SINKING OF THE "Victoria."

An appalling marine disaster occurred June 22 about seven miles from the Syrian coast near Tripoli. While the British fleet was engaged in evolutions the *Camperdown* collided with the flag ship *Victoria*, with such force that the latter sank in ten minutes, carrying down with her into seventy fathoms of water Admiral Tryon and 400 of her crew. Only about 200 escaped. This accident, which deprived England of one of her strongest fighting ships and one of her ablest admirals, is said to have been due to a slight delay caused by the captain of the *Camperdown* not understanding at first the signal from the flag ship. The *Victoria* was headed for shore but only two miles had been covered when she suddenly canted to one side and capsized. During this trying ten minutes the crew showed the utmost coolness and courage, and Admiral Tryon gave to the world an example of naval heroism by refusing to desert his post and going down with his ship. The incident proved how formidable a weapon is the ram of the modern battleship.

THE GERMAN ARMY BILL PASSED.

The leading topic of interest in Germany during July was the army bill, providing for the increase of the military force of the empire. In spite of the facts that a large proportion of the people considered that the cost of the army was already too large, that bad trade and depressed agriculture existed, and that Bismarck was virtually the leader of the opposition, the bill was passed by a small majority. In this contest Count Caprivi, the premier, showed signal ability.

DEATH OF THREE PROMINENT AMERICANS.

Among the prominent men who have died recently are Leland Stanford, founder of the great university at Palo Alto, Cal., and Anthony J. Drexel, founder of the Drexel Institute, Philadelphia. These men gave of their ample wealth during their lifetime to advance education and will be remembered with gratitude. Justice Blatchford of the United States Supreme Court, is another distinguished American who has passed away. Justice Blatchford honored the seat he held, and besides was a gentleman of refinement and accomplishments.

Popular Excursions to the World's Fair via Pennsylvania Railroad.

ADDITIONAL DATES IN THE NEAR FUTURE.

So great is the popularity of the half-rate excursions to the World's Fair that the Pennsylvania Railroad Company has decided to increase the number of trips. In pursuance of this plan popular excursions will be run August 12th, 16th, 22d, 26th, September 9th and 13th. These excursions will be run under the same conditions as those which have preceded them, and will afford every one an opportunity of attending the World's Greatest Fair at an inconsiderable cost.

A decided improvement in the train schedule, which accelerates it so as to deliver the passengers in Chicago at an early hour the following afternoon, places the special train almost on an equality in the matter of speed with the best express trains.

The special trains are composed of the standard coaches for which the Pennsylvania Railroad is famous. Only one night is passed on the road, and the arrival in Chicago is so timed as to give abundant opportunity for engaging quarters before nightfall.

The special train will leave New York 9.00 A. M., Jersey City 9.13, Newark 9.25, Elizabeth 9.32, New Brunswick 9.53, Trenton 10.23, Philadelphia 11.30, Frazer 12.09 P. M., Downingtown 12.22, Parkersburg 12.41, Coatesville 1.00, Lancaster 1.25, Conewago 1.57, Harrisburg 3.00 P. M., arriving in Chicago early the next afternoon. The excursion rate, good only on the special train and valid for return within ten days, is \$20 from New York, \$18.35 from Philadelphia, and proportionately low from other stations.

Many expressions of satisfaction have come from those who took advantage of the earlier excursions of this series.

New Books.

There is something unusual in the little volume of poems entitled *In the Shade of Yggdrasil*, by Frederick Peterson. There is an idea in each poem and oftentimes it is expressed in the tersest language possible. This one entitled "Microcosm" will exhibit this power of condensation:

Upon the morning path one sees,
When all the land is green and new,
The sun, the skies, the clouds, the trees,
Deep-mirrored in a drop of dew.
Ah, had we more than mortal eyes,
To pierce the somber shadows here,
Might we not see how trembling lies
The universe within a tear.

Few poets could say so much in so few lines; and yet the object is not information; the mind is simply aided by these few lines to look into the spiritual meanings that lie deeper. The author has seized upon poetical subjects and treated them so as to awaken the mind to look upon a side of the world that otherwise would be unseen. Poetry is written to set the imagination to work; facts as ordinarily stated will not accomplish this. The imagination has its laws of operation as much as the logical powers; the best poetry is that that causes the imagination to attain truth. (G. P. Putnam's Sons, New York.)

The schools are furnished a book on a very important subject in *Progressive Lessons in the Art and Practice of Needle-work*, by Catherine F. Johnson. The method of teaching the theory and practice of sewing, as set forth in this book, grew up in the schools of Brookline, Mass., and has there been attended by excellent results. The pupils have learned to sew well and their study of drawing and English has been so combined with sewing as to make it the foundation of a valuable mental training. In this book is laid out a five years' course, systematically and accurately graded. Beginning with the simplest directions in regard to the use of the thimble, scissors, needle, etc., the author describes such operations as basting, stitching, back-stitching, running, over-sewing, hemming, button-holing, darning, patching, etc., shows how garments and various articles are made, and then proceeds to the more complex operations of the ornamental branch of the art. One who pursues this course thoroughly will become a skilled worker with the needle. There is an introduction giving valuable advice to the teacher and questions and answers that will impress certain points that it is necessary to remember. The book is a valuable one and will be in great demand. (D. C. Heath & Co., Boston. 95 cents.)

Uncle Tom's Cabin bears the distinction of being one of the books that helped to mold the opinions of the people of a great nation, to usher in a new era. Thousands have read the story, thousands have seen it played; there are other thousands growing up to whom it is new. A cloth edition of this great novel by Mrs. Stowe has just appeared. (John B. Alden, New York.)

A book prepared with especial reference to the needs of the school-room is Swinton's *School History of the United States*, the latest edition of which brings the narrative up to the present year. It is designed to be a working book, and therefore useless details have been omitted and the language made simple and lucid. The principal points to be noted are: (1) clear and concise paragraphing by which the gist of the paragraph is readily apprehended by the pupil; (2) a total absence of involved, inverted, or in anywise rhetorical sentences; (3) a new method of topical reviews by which the facts are grouped, reiterated, and

"Thou that teachest another, teachest not thou thyself?"

HEATH'S PEDAGOGICAL LIBRARY. A select list of Books for Teachers and Educators. Dr. W. T. Harris, U. S. Commissioner of Education, writes: "I do not think you have ever printed a book on Education that is not worthy to go on any teacher's reading list, and the best list." The latest additions are:

LANGE'S APPERCEPTION. Translated and edited by President CHARLES DeGarmo, of Swarthmore College, with the assistance of other members of the Herbart Club. Cloth 8vo. 285 pages. Retail price, \$1.00.

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turned over in a variety of ways; (4) the separation of the North-western, Southwestern, and Pacific states from their entanglement in the history of administrations; (5) a like treatment of the leading facts of American progress. These points will recommend the book to the attention of teachers everywhere as a very serviceable one for the school-room; and moreover none issued recently presents a more attractive appearance with its numerous maps, diagrams, historical scenes, portraits, etc. It will be a good book with which to start the study of American history for the year 1893-4. (American Book Company, New York, Cincinnati, and Chicago. 90 cents.)

The need of a list of graduate courses has been felt for some time, but it was not until this year that the plan for such a publication was carried out. Emanating from the Harvard Graduate Club, which has done the chief work of preparing for the press, the idea has been fully endorsed by the other clubs which have co-laborers in its fulfillment. As it was impossible to include all the universities in the United States eleven were selected—Bryn Mawr, Chicago, Clarke, Columbia, Cornell, Harvard, Johns Hopkins, Michigan, Pennsylvania, Princeton, and Yale—and all of their courses intended for graduates have been included and no more. Probably next year more institutions will be added to the list. The scholastic record of some of the instructors has also been given. (Ginn & Co., Boston. 55 cents.)

Enunciations in Arithmetic, Algebra, Euclid, and Trigonometry, with examples and notes, by P. A. Thomas, assistant master at Sedbergh school, will stimulate thought in the pupil. It is practically a syllabus of important points in the subjects named, presented by means of questions. The more elementary

portions of each subject have been given greater stress and a few typical problems have been included in the arithmetical and algebraical sections. In the Euclid section a few riders are given, which are practically as important as the propositions themselves. In the trigonometry, examples are only given on the use of logarithms. (Macmillan & Co., New York. 60 cents.)

Under the title of *Scrap-Book Recitations* is issued a paper-covered volume of 143 pages containing selections in prose and verse suitable for speaking. Many of these selections have never before appeared in print; others are written especially for this book, and a few favorites appear in response to frequent demands for them. The volume belongs to Denison's series, issued monthly for three dollars a year; price of this volume 25 cents. (T. S. Denison. Chicago.)

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